

Monday, November 23, 2009



Required Materials

1. pen/pencil
2. 1 sheet of paper
 - Warm up

Announcements

- Work on your *Crucible* essays and turn in missing work soon; interims are close at hand!

Agenda

1. Word of the Day and Warm Up
2. Big Questions
3. SWYW Challenge Update
4. *Crucible* Essays
 1. Self-Reflection
 2. Notes: Common Errors, MLA Style Guidelines

11.23.2009 (5 min)



Timer

- WOD:

rash: risky

- Warm Up:

1. Write a sentence for the **Word of the Day** that shows the meaning of *rash*.
2. Your *Crucible* essays will be handed out today. Reflect how you think you did on your essay. What questions did you have (and still have) about writing an essay in this class? Be specific!

“Big Questions”



Monday/Tuesday

- What were the common errors I made on my *Crucible* essay and how can I improve them for the next paper?
- What does the format for MLA style look like?

B
I
G

Q
U
E
S
T
I
O
N
S

Current Standings



N
O
T
E
S

Period	Number of Strikes	% HW Complete	Missing Materials
1	1	57%	0
2	0	78%	0
3	0	62%	0
4	0	61%	0
5	0	67%	0
6	0	62%	0

The Crucible Essays



- ❑ Pass out Crucible essays
- ❑ Notes: Common errors on essays
- ❑ Notes: MLA-style guidelines

N
O
T
E
S

Common Error #1



- ❑ Don't use colloquial (slang) language
 - ❑ Abigail 'screwed herself over' → 'made a mistake'
 - ❑ He made a 'big' mistake → 'important' or 'substantial'

T
A
K
E

N
O
T
E
S

Common Error #2



- ❑ Check spelling (name's too!) YOURSELF
 - ❑ Procter vs. Proctor
 - ❑ Lair vs. liar
 - ❑ Mush vs. much

T
A
K
E

N
O
T
E
S

Common Error #3



- ❑ *Italicize* titles of works OR underline; and CAPITALIZE!
 - ❑ the crucible → *The Crucible*

T
A
K
E

N
O
T
E
S

Common Error #4



- ❑ Use the COMMA
 - ❑ “For example[,] when Proctor...”
 - ❑ “Adding insult to injury[,] Abigail accused others of witchcraft”

T
A
K
E

N
O
T
E
S

Common Error #5



- ❑ No apostrophes!
 - ❑ Can't → Cannot
 - ❑ Don't → Do Not

T
A
K
E

N
O
T
E
S

Common Error A-1-OPTIMUS PRIME



- ❑ Use TEXTUAL SUPPORT to support your opinions

T
A
K
E

N
O
T
E
S

Common Error # “Whore”



- ❑ Overuse of Abigail as a “whore” → WE KNOW!

N
O
T
E
S

MLA-Style Guidelines



- MLA-style is used for papers in most English classes in high school (Honors, AICE, AP, IB) and college classes.

N
O
T
E
S

MLA-Style Guidelines



- Cover Page
 - Title
 - Submitted to
 - Course
 - Date
 - Author (You)

T
A
K
E

N
O
T
E
S

MLA-Style Guidelines



N
O
T
E
S

I Racconti di Canterbury

A comparatist paper discussing Pier Paolo Pasolini's treatment of *The Merchant's Tale*:
An examination of important changes and asking Why

submitted to

Dr. Jim Paxson

ENL 4311, Section 1842

26 November 2003

by

Jonathan Hampton

University of Florida

MLA-Style Guidelines



- Last Name and Page Numbers (except for cover) on upper right corner.

T
A
K
E

N
O
T
E
S

MLA-Style Guidelines



N
O
T
E
S

Hampton 3

MLA-Style Guidelines



- Introduction → Thesis established

T
A
K
E

N
O
T
E
S

MLA-Style Guidelines



Hampton 2

N
O
T
E
S

Miranda, being the only female character in the play who is either alive or is not a goddess, has the unique opportunity to show the audience what she represents: a woman who is at “the top of admiration” (III.i.38) and who is “so perfect and so peerless” that she was “created of every creature’s best” (III.i.46-47). Having no other female roles in the play, it might appear that Miranda would be portrayed as having the perfect existence; a life with no worries, where she is the pinnacle of the female sex. This, however unfortunate, is untrue. By having no other female voice in the play, it seems as if Shakespeare is deliberately trying to make Miranda appear as a negative female character, whether it be how she is treated, or how she treats others. Because of these, I believe that Miranda is a poor representation of the female population and it stands to reason that Shakespeare could have added more females to his play to add to the lack of the feminine voice. |

MLA-Style Guidelines



- Introduction → Thesis established
- Support → Thesis supported by your opinions and textual examples that further support those opinions.

T
A
K
E

N
O
T
E
S

MLA-Style Guidelines



NOTES

I believe that the most important reason why Miranda is portrayed as a negative female voice stems from her influence on the “savage” character of Caliban. During the play, Prospero comments that Caliban is “A devil, a born devil on whose nature / Nurture can never stick” (IV.i.188-189). Similarly, Miranda also states that Caliban is an “abhorred slave / Which any print of goodness wilt not take” (I.ii.354-355). One would think that Caliban’s savage nature is his own doing, but we must draw attention to *who* has taught him everything he has learned: Miranda. When talking to Caliban, Miranda states that she “took pains to make [him] speak” and taught [him] each hour / One thing or other” (I.ii.357-358). Therefore, by using these lines, are we to associate Caliban’s savage nature with that of Miranda? Caliban similarly states that Miranda “taught [him] language, and [his] profit on’t / Is that [he] know[s] how to curse” (I.ii.366-367). Thus, Caliban brings up an interesting point. If, after all, Miranda had taught Caliban the gift of speech, how would Caliban know how to curse? If it is true that Caliban only knows how to curse because of Miranda, it would seem as if Shakespeare is deliberately making Miranda a negative influence on Caliban.

MLA-Style Guidelines



- Introduction → Thesis established
- Support → Thesis supported by your opinions and textual examples that further support those opinions.
- Conclusion → Restate major points by **REPHRASING** not repeating

T
A
K
E

N
O
T
E
S

MLA-Style Guidelines



NOTES

Because of Miranda's treatment and her ambiguous words concerning Caliban, it is possible to see how Shakespeare fails in creating a good-natured, female character. Miranda, based on the assumption that she is a negative feminine force for the play, seems to have "no way out of [the] situation" (Thompson 176) that Shakespeare presents. Because of this, a question that could be asked is *why* did Shakespeare choose not to include any other female roles in his play; does this lack of other female voices hint and something that Shakespeare is trying to say? In addition, if we are to assume that Shakespeare intentionally made Miranda this way, must we see her as a negative force when we read the play? Would the play have been different if Prospero's child was a boy instead of a girl? I believe the answer is yes to all these questions. Miranda is treated negatively from the beginning of the play, and is seen as such throughout the entire play. The treatment of her by Prospero is almost seen as subhuman; no one seems to believe her when the subject of her chastity is questioned; even her words to Caliban prove that she, as a representative of the female sex, is a negative influence on those all around her.

MLA-Style Guidelines



- Introduction → Thesis established
- Support → Thesis supported by your opinions and textual examples that further support those opinions.
- Conclusion → Restate major points by **REPHRASING** not repeating
- Works Cited → List the resources you used

T
A
K
E

N
O
T
E
S

MLA-Style Guidelines



N
O
T
E
S

Hampton 6

Works Cited

Thompson, Ann. “‘Miranda, Where’s Your Sister?’: Reading Shakespeare’s *The Tempest*.”

Shakespeare and Gender: A History. Ed. Deborah E. Barker, Ivo Kamps. London: Verso,
1995. 168-177.

How to Use Text Citations



1. Give opinion
2. Find passage that supports your opinion
3. End with reference of citation's origin (author's last name, page number)

T
A
K
E

N
O
T
E
S

How to Use Text Citations



- For example, Proctor does not think highly of Abigail's character: "You are bringing down heaven and raising up a whore" (Miller 73).

N
O
T
E
S

Need More Information on MLA?



- Online Writing Lab:
 - <http://owl.english.purdue.edu/owl/>

T
A
K
E

N
O
T
E
S