

Essay Writing Guidelines for English 3300
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Paper Format

Please write all papers according to the principles outlined in the MLA Manual of Style.

Use MLA format for your first page, page numbering, etc. etc.

Purdue University MLA Citation site

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

And the subject-specific site for writing on literature:

https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/writing_about_literature/index.html

MLA Sample Paper from the Purdue OWL:

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_sample_paper.html

Thesis Statement for all Essays Reflective and Analytical

You must have one of these. Think of it as the sentence(s) in which you state your case to the reader. It is also a way to pose an answer to a intellectual question or problem that has emerged out of your reading of a text or set of texts.

Remember: you might not find out what your "thesis" is until you get to the end of your first draft. Once you have a specific argument go back to that first paragraph and revise it to indicate what your paper argues.

Sometimes a "thesis statement" can take up two sentences or even an entire paragraph if it is particularly complex. Avoid sweeping generalizations both in the thesis statement and in the introductory paragraph.

Use textual evidence to support your thesis. You must draw upon specific details from the text to "prove" your argument. Sometimes this might require a lengthy quote, sometimes you might need to simply drop in a phrase.

You may write in the first person but keep in mind that you shouldn't be writing about what you "feel" but rather what you "think" or "argue."

In a critical paper your job is to analyze the text and construct a theory as to what it all "means." There is consequently little room (if any) for the three most common evils of the critical essay: 1) summarizing when you want to analyze 2) describing your "feelings"

rather than laying out your analytical "proofs" and 3) relying upon a very broad and general discussion which never settles down to serious textual analysis; never assume anything is "obvious." At the same time, you are writing to an informed audience (me) who knows the plot and wants you to go beyond that.

Paragraph Structure

Make sure that each sentence is manifestly connected to the ones that precede it and follow it. Revise for continuity of argument and effective transitions between sentences and between paragraphs.

Quotations

It is very easy to let the quotations do all of the work. In order to avoid this particular temptation, you might want to set yourself a general rule: **for every two sentences of prose (or two lines of poetry) you must have at least one sentence of analysis. Do not assume that the quotes can do all of the work.**

See Purdue MLA site for rules for quotation:

<https://owl.english.purdue.edu/owl/resource/747/03/>

Details you must not forget:

In the **first paragraph** (or the first time you mention a work) you must note the author's name, the title of the work, and the date (which might appear in parentheses). There are many different methods of getting this information into the first paragraph, but you must do it in some manner.

Indicate titles of books (including books of poetry,) novels, plays, and movies with either italics or by underlining it: (i.e. *A Room of One's Own*, *Persuasion*, etc.)

Indicate titles of book chapters, articles, short poems, songs, and essays with quotation marks: (i.e. "Professions for Women," "Winter: My Secret"). In the case of a numbered sonnet, you can either refer to it by number (i.e. Sonnet I) or by the first words of the poem (i.e. "The Partial Muse").

Avoid beginning a sentence with the word "This": Be specific in your language.

Avoid "sweeping generalizations": *Persuasion* is a relatable novel because it addresses the themes of love and marriage.

Revise for repeated words: If you use the word "imagination" more than twice in two sentences you need to figure out other ways in which to describe what you mean.

Be concise! Remember you have page limit restrictions that you must work within. Present your argument and prove it.

Avoid slang and linguistic constructions which occur most commonly in spoken English.

Vary Sentence Length

Use Active Verb Constructions. As a general rule of thumb avoid the "to be" verb whenever possible.

Weak: "The reason I like the play is because Nora walks out the door."

Strong: "I like the play because Nora walks out the door"

Weak: "In the afternoon a sharp drop in the temperature occurred."

Strong: "The temperature dropped sharply in the afternoon."

Weak: "It is said that power is corrupting."

Strong: "Power corrupts."

A colon introduces a formal enumeration or list, a long quotation, or an explanatory statement.

- A semi-colon is used to separate principle clauses, as in the following example: "I do not say that these stories are untrue; I only say that I do not believe them." You also use a semi-colon to separate elements in a series when the elements contain internal commas, as in the following sentence: "One day of orientation was led by Mr. Joseph, the chaplain; Mrs. Smith, a French teacher; and the Dean."

Always proofread your paper after you have run a spellcheck program.

Construct a "Works Cited" page if you have consulted any outside materials.

En-Title your paper.

- A title should entice your reader into reading the essay by suggesting the essay's content. It should also note the author(s) and the title(s) of the work(s) you will be discussing. (i.e. "Power in Percy Shelley's "Mont Blanc": the Poet as Servant and Usurper"). Rules of grammar still apply!

In addition to the MLA Handbook, the following texts were used in preparing this handout:
Langdon Elsbree, et. al. *The Heath Handbook of Composition* and John Trimble, *Writing with style: Conversations on the art of writing*