

Research Paper and Presentation

Note the distribution of your grade according to our [course syllabus](#):

- Presentation of Research Topic 5%
- Research Paper 15%

To prepare the research paper, follow these steps:

- 1) Begin exploring topics related to our course theme of **agency in contemporary culture**. You may study agency in any of the myriad forms of culture (literature, film, painting, sculpture, dance, television, music, advertising, popular culture, daily life, and many, many others). Conduct preliminary research in our library to decide on an appropriate thesis from which you can develop an analytical interpretation.
- 2) **Meet with Dr. Klodt** at his office in [Bondurant C-109](#)—during office hours or by appointment (jasonklodt.com/contact)—to discuss your topic.
 - Bring a *printed copy* of your preliminary thesis statement, a preliminary outline of your paper, and a preliminary bibliography.
 - During this meeting Dr. Klodt will help you hone your thesis and offer you guidance on developing the paper.
- 3) Research your topic. Include at least **4 critical sources** to support your arguments.
 - Use only *academic caliber* sources. That is to say, *do not use superficial* internet sources (e.g., Wikipedia).
 - Research the numerous sources available in our library collection ([klodt.link/umlibrary](#) + [klodt.link/umdatabases](#)) and in the *MLA International Bibliography* ([klodt.link/mla](#)).
- 4) Prepare a **three minute explication** of the topic you are investigating. Include...
 - a. an explanation of your thesis.
 - b. key examples and supporting arguments.
 - c. your preliminary interpretations.

You must be prepared to present your topic in class on **Tuesday 30 April 2019**.

- 5) Develop and write the paper. Like the essays you have written this semester, the research paper should...
 - Start with a specific thesis (What interpretation will you prove? What will your analysis demonstrate? Of what argument will you convince your reader?)
 - Thoroughly develop your arguments (Use specific examples to illustrate your ideas and support your arguments. Explain the rationale behind your ideas. What meanings do they suggest?)
 - Guide your reader to an analytical interpretation of this manifestation of agency (What interpretations does it suggest? What meanings does it convey? What messages does it communicate?)
 - Use MLA formatting ([klodt.link/mlaformat](#)).

- 6) On the last page of your research paper, please include and sign the Honors College pledge:

On my honor, I pledge that I have neither given, received, nor witnessed unauthorized help on this essay.

Signature: _____

- 7) Due Date: Submit the research paper in your [Essays Google Doc](#) (in the Research Paper section in your document “LASTNAME Firstname-Essays-Honors 102”) by **Friday 10 May 2019 at 5:00p**. Any submissions or changes to your research paper after the due date and time—as evidenced by the Version History menu—deduct 10% per day from the research paper grade.

As always, if you would like any help or advice (including the formation of the thesis, structure, development of ideas, effective examples, analytical interpretations, formatting, or grammar), do not hesitate to ask Dr. Klodt (jasonklodt.com/contact).

Mucha suerte!

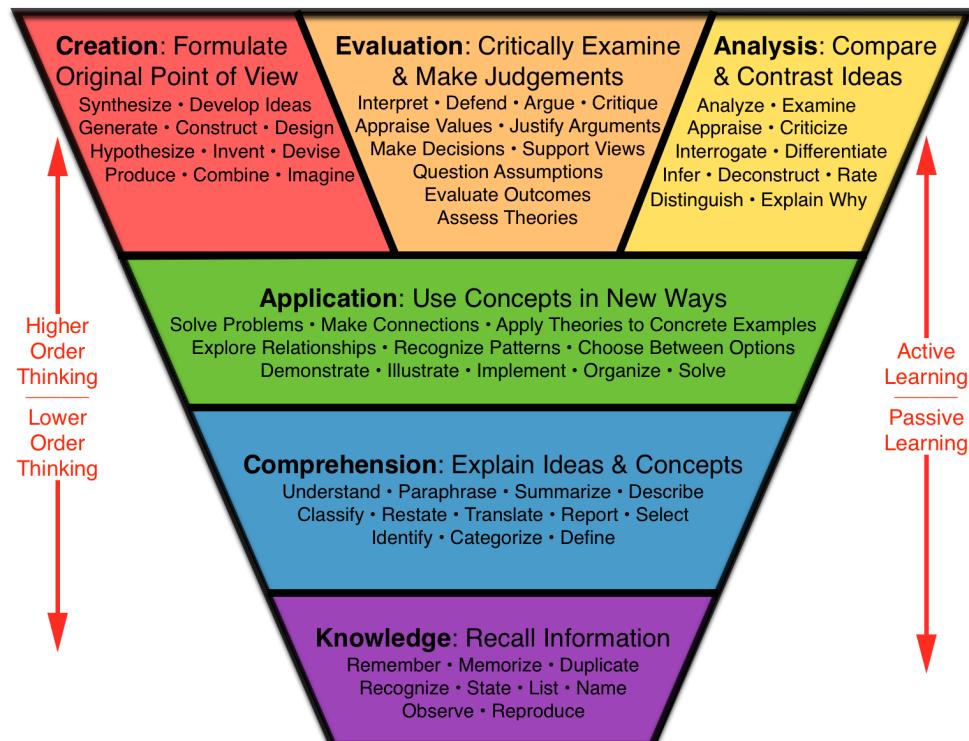
Guide to the Analytical Essay

The goal of writing the analytical essay is to engage and hone your higher order thinking skills (see Bloom's Taxonomy below).

1. Begin with a clear introduction that establishes a **thesis statement**: What interpretation will you prove? What will your analysis demonstrate? Of what argument will you convince your reader? Describe your thesis clearly and directly.
2. **Develop your ideas.** Explain your arguments in detail, using specific examples from the text to support your thesis, to illustrate your ideas, and to reveal a deeper understanding of the text.
 - ◊ Your ideas should be coherent and logical with explicit transitions between topics. Guide your reader step-by-step through your reasoning.
 - ◊ Your essay should show analytical thinking: Explain the rationale behind your ideas. In what ways are these ideas significant? What meanings do they suggest? Most importantly, explain why.
3. Arrive at an **analytical conclusion** that reveals a deeper meaning of the text: Based on your thesis and the development of your ideas, what interpretations do you derive from the text? What meanings does the text convey? What messages does the text communicate? What does the text say to us?

If you would like any help or advice (including the formation of the thesis, essay structure, development of ideas, effective examples, analytical interpretations, formatting, or grammar), do not hesitate to [ask Dr. Klodt](#).

Bloom's Taxonomy of Thinking Skills



Evaluation of the Analytical Essay

Introduction

- A. Illustrative and creative title that forecasts the theme of the essay
- B. Establish a clearly defined thesis that will lead to an analytical interpretation
 - B1. Appropriate / manageable focus
 - B2. Establish the argument to investigate / show / prove
 - B3. Purpose of the essay is clearly defined
 - B4. Foreshadow the interpretation to the reader

_____ /30

Development of Ideas

- C. Structure
 - C1. Logical organization of essay / paragraphs / themes / ideas
 - C2. Fluid and logical transitions between paragraphs / themes / ideas
- D. Coherence of ideas, clear and precise writing
- E. Development of ideas and supporting examples
 - E1. Detailed evidence / specific examples to support arguments
 - E2. Appropriate quotations and/or summaries (citing the source)
 - E3. Thorough development of original ideas
- F. Demonstration of analytical thinking
 - F1. Explanation of the meaning / significance / the why of your arguments
 - F2. Guide the reader to an interpretation of the text

_____ /30

Conclusions & Interpretations

- G. Logical connections between thesis, development of ideas, and interpretation
- H. According to the development of your ideas...
 - H1. What is the meaning of the text?
 - H2. What message is the text communicating?
- I. Analysis that deepens the reader's understanding of the text

_____ /30

Research (when required)

- J. Variety / quantity / relevance / credibility / application of critical sources

Content: _____ /90

MLA Format

- K. Printed in 12 point font
- L. One inch margins
- M. Page numbers
- N. All lines double spaced
- O. Quotations, references, works cited in MLA
- P. Honors College pledge + signature

Grammar & Usage

- Q. Correct grammar
- R. Complete sentences
- S. Diction / vocabulary
- T. Spelling / punctuation
- U. Structure / syntax
- V. Consistent verb tense / voice / formality

Format & Grammar _____ /10

Total _____ /100

Honors 102
Spring 2019
Dr. Klodt

Advisory on Plagiarism in Academic Writing

The purpose of the writing and homework assignments in Honors 101 is to help students develop analytical thinking and writing skills. Therefore plagiarism violates not only the policies of the University of Mississippi but also violates the goal of higher education, which is to guide students toward intellectual growth.

Please remember the written homework policy from the [course syllabus](#), page 5:

You may consult Dr. Klodt for advice, recommendations, and/or revisions, but you may not confer with **anyone else**, such as writing tutors or other students. All writing must be exclusively your own.

Moreover, the *M Book* (Klodt.link/mbook page 5) establishes the following definitions of plagiarism:

Examples of Academic Misconduct

Plagiarism. Plagiarism is a serious offense in which someone else's work is presented as one's own. There are many forms of plagiarism. Plagiarism takes place when published material is copied verbatim or paraphrased without appropriately citing the source of material, and is not limited to copying the exact words from published material. Forms of plagiarism include, but are not limited to, copying published material verbatim, paraphrasing the work of another without properly citing that work, keeping the content and/or structure of another's work and changing the words, and unfairly using material, such as taking large portions of another's work without substantial addition of one's own ideas or commentary. (For more specific examples of plagiarism, please visit plagiarism.org.) In addition to these examples of plagiarism, a student who copies another's homework, copies answers to test questions, or allows someone else to do work for him/her on homework or tests also violates the standards of honesty and fairness and is subject to academic discipline.

Using someone's work. A student who misrepresents the work of another as his/her own is engaging in academic misconduct. For example, handing in a paper purchased from a term paper service, using a paper prepared by another, or engaging another person to take a test (class-related or standardized, such as the GRE) in his/her stead, are examples of academic misconduct. This type of academic misconduct applies to all disciplines and fields of study.

Knowingly allowing someone else to represent your work as his/her own. By letting someone else use your work, there are at least two people involved: the person who does the work and the person who falsely represents that work as her or his own. Both are subject to academic discipline.

Any student that violates the policies outlined on the course syllabus and/or the *M-Book* will face the following sanctions (klodt.link/mbook pages 10, 11):

Penalties

...the academic discipline sanction for the commission of any offense is failure in the course. However, other penalties, such as failure an assignment, repeating the assignment, reduction of course grade, academic disciplinary probation, suspension, and/or expulsion, may be recommended by a faculty member or the Academic Discipline Committee...

Academic Disciplinary Probation

When a grade penalty is not appropriate, probation may be imposed. Probation constitutes a warning that is noted in the academic discipline database for the student. Subsequent violations of academic discipline regulations by the student may result in suspension or expulsion. The duration of any disciplinary probation period will ordinarily be for the remainder of the student's association with the university. However, a shorter term of probation may be recommended, which would be subject to approval by the provost in the case of undergraduates or the approve (sic) of the dean of the Graduate School in the case of graduate students. The provost or the dean of the Graduate School shall notify the student of his or her decision of the sanction of probation, with copies to the faculty member, department chair, appropriate dean(s), and Registrar's Office representative(s), and chair of the Academic Discipline Committee. Academic disciplinary probation does not appear on a student's transcript.

Academic Suspension

Suspension results in the exclusion of the student from classes and other specified privileges or activities for a definite period of time. The duration of any suspension or any condition(s) or penalty(ies) recommended shall be in proportion to the seriousness of the violation and subject to the approval of the chancellor. All suspensions shall be permanently noted on the student's transcript. The chancellor shall notify the student of his or her decision, with a copy to the faculty member, department chair, appropriate dean(s), provost, Registrar's Office representative(s), and chair of the Academic Discipline Committee.

Expulsion

The student is deprived of his or her opportunity to continue at the University in any status. The penalty of expulsion is subject to the approval of the chancellor, who shall notify the student of his or her decision, with a copy to the faculty member, department chair, appropriate dean(s), provost, Registrar's Office representative(s), and chair of the Academic Discipline Committee.

A notation shall be placed on the student's transcript.