

UNIT 3 PROJECT – HUMANITIES: UNDERGRADUATE RESEARCH JOURNAL ARTICLE

This unit is designed to introduce you to writing in the humanities, a field of study that critically examines the human condition and human creations. While scholars in the natural and social sciences use the scientific method to gather data to support their claims, humanities scholars study and interpret cultural artifacts, placing them within a variety of contexts and conversations to illuminate their potential meaning or significance.

Genre	Purpose	Audience	Role	Rhetorical Situation
Journal Article	Make an argument about the significance of your interpretation of textual evidence using secondary research.	Fellow scholars of literature.	A literature scholar interested in analyzing texts about health and illness.	You want to argue for the cultural, historical, and/or literary significance of a short story or poem within your academic field of study.

Feeder 3.1: Close Reading

For this feeder, you will develop a **2-3 page** close reading of a very short passage (a paragraph, stanza, or even a sentence) from one of our readings to practice literary analysis. Close reading involves making careful observations about the language and sentence structures used by an author, and drawing conclusions about the text’s meaning based on those observations. A close reading interprets and analyzes a text and does not simply summarize it. In other words, a close reading focuses on the *how* of the text, not the *what*. For example, you might analyze how a formal choice (e.g., the use of short, exclamatory sentences) creates a particular mood (a feeling of urgency), and how this contributes to the work as a whole (though the protagonist asserts that he is calm, his abrupt diction undermines this claim).

A successful close reading will:

- Articulate a clear, viable **argument** (concisely explained in a thesis statement) that goes beyond mere summary and/or opinion;
- Support that argument through **critical analysis and interpretation** of the passage;
- Provide clear **links between textual evidence and claims**; and
- Explain the larger **significance** or implications of the argument.

Feeder 3.2: Article Abstract, Outline, & Individual Conference

This feeder will culminate in a one-on-one conference with your instructor to discuss your plan for the unit project. With that in mind, your feeder should provide a rough sketch of the argument and evidence you plan to use. In paragraph or outline form, your project proposal should include:

- A 200-250 word **abstract** that concisely describes your argument, evidence, and overall structure of the proposed essay (in paragraph form).
- Your **thesis statement**
- **Key passages** you plan to close read and a brief explanation (2-3 sentences) of how those passages support your thesis
- At least **three scholarly sources** and a brief explanation (2-3 sentences) of how the sources contribute to your argument (i.e., support your thesis, provide context for the narrative, offer a counter-argument to your thesis, etc.)
- A description of the **structure** of your essay or outline of your paper

- An accurate **reference list** in MLA style

To receive full credit for the conference portion of the feeder, you must arrive on time and be prepared to drive the conversation about your proposal.

Unit 3 Project: Undergraduate Research Journal Article

For this unit project, you will compose a **5-7 page** journal article in which you analyze and interpret at least one text (you do not need to limit yourself to texts we discussed in class). The paper will contain an argument that is supported by textual evidence (i.e., close reading) and secondary sources (i.e., library research). To publish in a scholarly journal, you need to be familiar with recently published research on the text(s) about which you are writing and/or research on the concepts you plan to discuss. This means that you will need to accumulate, summarize, and draw conclusions about scholarly sources. This journal article should present your own original analysis of the text along with your assessment of other scholars' research. In this way, you will contribute new research to current academic conversations about the text.

Though there are many ways to write a journal article, your article should include the following:

- An **introduction** that orients your readers so that they know what topic you will address and what argument you are going to make (i.e., a clearly stated thesis). This is a good place to briefly situate your argument in relation to the arguments of other scholars.
- A **body** that elaborates your argument and uses textual evidence from the text to support that argument. For example, you might point out how an author uses language (metaphor, imagery, repetition, etc.) to convey a theme, develop a character, complicate a relationship, etc. The tricky part of this will be interweaving outside research with your own argument. Rather than simply summarizing another scholar's argument or research, assert your own view about the text—how does the research of other scholars fit in with the argument that you are making?
- A **conclusion** that reasserts your main argument and explains why the argument is important. This is the time to take a step back from the details of the text to look at it as a whole: What is the significance of your argument in the context of the critical conversation?
- A complete list of **references** in MLA style. You should cite at least three recent scholarly sources in your article. Be sure to use in-text citations

Deadlines

Assignment	Due Date
Feeder 3.1 Draft	Th, 11/9/17
Feeder 3.1	Tu, 11/14/17
Feeder 3.2 Draft	Th, 11/16/17
Feeder 3.2	Tu, 11/21/17
Unit 3 Draft	Tu, 11/28/17
Unit 3 Project (in Portfolio)	Tu, 12/5/17