

ENGL 242 – British Literature II

British Literature Paragraphs (BLiPs)

Turn In

One Typed, Well-Developed Paragraph Per Entry

Deadlines

You are required to complete 2 BLiPs for each major literary period throughout the survey for a total of eight. You must complete two BLiPs by the deadlines available on this sheet and on the syllabus. You can only turn in one BLiP per class, and it should only focus on one author/text. **The BLiP is due on Canvas before class on the date listed for discussion of the text. You cannot turn in a BLiP after we discuss the author/text in class.** If you do not complete two BLiPs for a section, you will not be able to do additional BLiPs later. You will receive a “0” on those assignments.

1st Deadline: By Wednesday, February 3 (2 BLiPs on Postwar & Contemporary Literature)

2nd Deadline: By Wednesday, February 24 (2 BLiPs on Modernist Literature)

3rd Deadline: By Monday, March 28 (2 BLiPs on Victorian Literature)

4th Deadline: By Friday, April 29 (2 BLiPs on Romantic Literature)

What

A BLiP should be a brief argument about a text or author that is supported with close reading from whatever text with which you are working. By “close reading,” I mean that you not only quote small passages from text but also explain how the text works and supports your argument. You should not use this paragraph to summarize what you read, to express a claim about a text or author that you cannot support with evidence from the text, or whether or not you liked the reading. Instead, I am interested in how you are critically engaging with the text. So, you want to identify an issue or topic that you find compelling in your text. Then, you need to make an argument about **how** that text represents that issue/topic and **why** it is important to. A good argument does more than identify a trend in a text, but hypothesizes as to how and why the author represents that trend. Think critically and analytically.

Grading Rubric

Along with Participation, the BLiPs are worth 15% of your overall grade.

- A = All material required for the assignment is present. The paper’s thesis goes way beyond the obvious, and the argument presents a precise, informed, incisive, and satisfying critical investigation of the topic. The implications of the thesis are fully developed through the use of supporting evidence. The ideas within the essay are well organized, and the language used in the essay is appropriate to the audience.
- B = All material required for the assignment is present. The paper’s thesis goes beyond the obvious, and the argument presents a clear and accurate investigation

of the topic. There is some strong supporting evidence for the thesis, but the ideas may not be fleshed out as fully as they might be, or some readings may not be as precise as they could be. The ideas within the essay are well organized, and the language used in the essay is appropriate to the audience.

- C = All material required for the assignment is present. The essay has a thesis and details to support that thesis. The argument is adequate, but does not fully explore the implications of the topic or does not present a critical viewpoint that goes very far beyond the obvious. The supporting evidence for the argument may be adequate but not as fully developed as it could be and less convincing than it could be. The ideas within the essay are appropriately organized, and the language used in the essay is appropriate to the audience.
- D = Material required for the assignment may be missing. The essay has a weak thesis, and details to support the thesis are not developed adequately. The thesis does not go beyond the obvious or is more descriptive than analytical. Supporting evidence for the thesis may be missing or is so far off base to be unconvincing. The ideas within the essay are not well organized, and the language used in the essay may not be appropriate to the audience.
- F = Material required for the assignment may be missing. The essay has a very weak thesis or no thesis, and details to support the thesis are not developed adequately or are missing. The thesis does not go beyond the obvious or is more descriptive than analytical. Supporting evidence for the thesis may be missing or is so far off base to be unconvincing. The ideas within the essay are not well organized, and the language used in the essay may not be appropriate to the audience.

Why

Paragraphs allow you to develop ideas for class discussion, to practice analyzing texts closely, and to develop coherent paragraph structure.

How

- Your paragraph should be about ONE PAGE in length, double spaced.
- Be sure to name and number each BLiP paragraph, such as “BLiP Victorian #2”.
- Font: 12 pt. Times New Roman
- Margins: 1” top, bottom, and sides
- You may run onto a second page.
- Follow proper paragraph structure as outlined below.
- Use parenthetical page citations in MLA format for all quotations or paraphrased information.
- Include a Works Cited entry at the end with proper MLA format for the text you analyze.

Paragraph Structure

1. Thesis sentence or main idea of paragraph.

2. Explanation and elaboration of thesis idea/main point.
3. Quotation/Example from text that supports and illustrates main point.
4. Interpretation of quotation or example and explanation of how it illustrates your point.
5. Conclusion of main idea and implications of your argument.

Paragraph Principles

- Thesis: Begin with your analytical idea, not with plot summary or feelings.
- Unity: Make sure all ideas and sentences relate to the thesis topic.
- Coherence: Make sentences flow logically and smoothly into one another.
- Quotation/Example: Every paragraph must include a quotation or example from the text being analyzed.
- Analysis: Every paragraph must include how does the quotation / example / evidence that you have presented relate to the thesis.