

Work Cited

Kafka, Franz. "The Metamorphosis." *PlaneteBook*,

<https://www.planetebook.com/free-ebooks/the-metamorphosis.pdf>

Accessed 20 January 2019.

Work Cited Entry Explained:

Last Name, First Name. *Title*. Publisher, URL.

Accessed Day Month Year.

Instructor: Professor Loubser
English 1302
Essay One

Peer Evaluation: by 11:59 pm on Friday, June 7

Due Date: by 11:59 pm on Monday, June 10. Each student will submit the detailed outline and the final draft of Essay One. Please refer to the submission instructions at the bottom of this page. You will submit both the detailed outline and the final draft of Essay One as Word documents. Any student that fails to adhere to the aforementioned stipulation will receive a 0 (zero) on the assignment.

Assignment: You will write a literary analysis where you evaluate Franz Kafka's story *The Metamorphosis*. Your paper must be a minimum of 4 complete pages -excluding the works cited page- to be acceptable. In addition, the essay will consist of 7 paragraphs: an introduction, 5-body paragraphs, and a solid conclusion. In this paper, you will incorporate 10 in-text parenthetical citations (documented direct quotes from the primary source). You may not use any material from other sources. In addition, you will write the essay in the third person and using the literary present tense.

Remember, an analytical paper breaks down an issue or an idea into its component parts, evaluates the issue or idea, and presents this breakdown and evaluation to the audience. Critical papers analyze or explain some important point about a piece of literature.

Franz Kafka's *The Metamorphosis* tells a tale of alienation as attributed to the protagonist's plight. Gregor Samsa awakens to the realization that he has transformed into a giant insect. His existential crisis is evident in the juxtaposition of his apprehension with mundane tasks and ordinary concerns and the incongruity of the social world. For the purpose of this assignment, you will critically evaluate the implication(s) of Gregor's metamorphosis.

Literary theory pertains not to the meaning of a work of a literature but to the theories that reveal what literature can mean. In consideration of the aforementioned topic, you will consider one of the following criticisms-psychoanalytic criticism, Marxist criticism, and feminist criticism- as you evaluate the story and determine the significance of the Gregor's metamorphosis to Gregor as well as his family.

This assignment is not an essay about theory. This essay is a critical evaluation of *The Metamorphosis* from a particular theoretical perspective. You are not writing about a specific theory; you are, instead, applying that theory to the story.

In this assignment you will use a specific theoretical perspective to examine and analyze a specific element or aspect of a work. In addition, you do not need to apply a theory to the entire work, though you may if you wish. I suggest you narrow your focus and analyze one particular character, or relationship, or passage, or incident in detail. The point of the assignment is for you to see a work in a new way using a theoretical

perspective. What do you see in this work through this theoretical lens and, of course, why?

Submission Requirements:

Peer Evaluation: In order to participate in the peer evaluation, each student will submit a copy of the detailed outline to the appropriate submission box in Module Four. Please refer to the Outline Worksheet, as only essays that comply with the instruction the worksheet provided will partake in the peer evaluation. The outline will provide the Roman Numerals and the letters, as indicated by the Outline Worksheet. In addition, the detailed outline will be set to single-space, to provide peers an opportunity to discern more quickly the changes the student must implement prior to final submission.

Essay Submission: Essay One and Essay One Outline are due by 11:59 pm on Monday, June 10. You will submit documents to two submission boxes:

The first submission box is located in Canvas, under Module Four-Essay One Material and Submission Boxes. In this submission box, you will submit two Word documents: the final draft of Essay One as well as the detailed outline (again, please refer to the Outline Worksheet).

The second submission box is TURNITIN. The link to this website is located in Canvas, in Module Four, though you may also open the page directly using TURNITIN.com. For the TURNITIN submission, you will ONLY submit one document-the final draft of Essay One.

The essay must comply with the pagination requirement: a minimum of 4 complete pages-excluding the work cited page- to be acceptable and students must use **10 direct quotes** to substantiate the central claim (thesis). The essay will be double-spaced and comply with MLA standards: it must be written in 12 point, Times New Roman.

Please label the outline and the final draft appropriately. For instance, you will provide your name and then indicate the document type: John Doe Outline and John Doe Essay Two. In addition, you are to write your essay in the third person and you are to remain in the literary present tense.

Reminder:

Failure to satisfy the minimum requirements of the assignment will constitute an automatic 0 (zero) on the assignment. Please refer to the following:

- * Failure to comply with the minimum page requirements will constitute an automatic 0 (zero) on the assignment.
- * Failure to include a works cited page or to parenthetically cite source material correctly per MLA specifications will result in an automatic 0 (zero) on the assignment, as that is plagiarism.

- * Failure to submit the final essay to TURNITIN will constitute an automatic 0 (zero) on the assignment. Additionally, failure to submit the essay to the Canvas submission box will constitute an automatic 0 (zero) on the assignment.
- * Failure to submit the extended outline (please review the outline worksheet, as you must comply with the instruction afforded to you in the worksheet) will adversely affect your grade.
- * Failure to abide by MLA style requirements will adversely affect your grade.

Guidelines:

- Use Times New Roman, 12pt.
- Double-space.
- Indent for paragraphs.
- Use MLA style for heading and format: 1" margins on all sides, place your name, my name, your class and section number, and the date at the top left hand corner of the first page. Make sure your last name appears in the top right hand corner of the page along with the page number.
- Your idea should be central.
- You must cite from the text in order to support your claims about the text.
- Use MLA style to cite and document your sources: parenthetical documentation and works cited.
- You must have a Works Cited page with the correct information and formatting. This element will be included in your final grade.

Essay One Outline:

The introduction will consist of 5-7 sentences. The thesis statement is the last sentence in the introduction. Please include an introductory paragraph in the outline.

The essay will consist of 7 paragraphs: an introductory paragraph, 5 body paragraphs, and a conclusion.

Remember the outline should be single spaced.

I. Introduction:

- A. Indicate the author's first and last name, the piece of literature you are evaluating, and a comprehensive statement concerning the focus of your discussion.
- B. Introduce the piece of literature as it pertains to the focus of your discussion.
- C. Thesis: The thesis statement explicitly indicates the argument you have posed and substantiated in the body paragraphs.

II. Topic Sentence: The topic sentence explicitly indicates the argument you have posed and substantiated in the body paragraph

- A. **Introduce** the direct quote as it pertains to the focus of your discussion-This part should consist of several sentences.
- B. You may either embed the **quote** into your own writing or begin by using a signal phrase and **write out the direct quote** word for word from the text to support the topic sentence. Do not use more than three [3] lines of typed text, margin to margin, for any direct quote.
- C. **Translation**-analyze and interpret- of the supporting evidence.
- D. Explain the quote's significance to the text. For instance, how does the quote work in the overall context of the essay?
- E. Transition from one example to the next. **Introduce** the second direct quote as it pertains to focus of your discussion-this part should consist of several sentences.
- F. You may either embed the **quote** into your own writing or begin by using a signal phrase and **write out the direct quote** word for word from the text to support the topic sentence. Do not use more than three [3] lines of typed text, margin to margin, for any direct quote.
- G. **Translation**-analyze and interpret- of the supporting evidence
- H. Explain the quote's significance to the text. For instance, how does the quote work in the overall context of the essay?
- I. Concluding points: Bring focus back on the main concept of the paragraph.

III. Topic Sentence: The topic sentence explicitly indicates the argument you have posed and substantiated in the body paragraph

- A. Introduce the direct quote as it pertains to the focus of your discussion-this part should consist of several sentences.
- B. You may either embed the **quote** into your own writing or begin by using a signal phrase and write out the direct quote word for word from the text to support the

topic sentence. Do not use more than three [3] lines of typed text, margin to margin, for any direct quote.

- C. Translation-analyze and interpret- of the supporting evidence.
- D. Explain the quote's significance to the text. For example, how does the quote work in the overall context of the essay?
- E. Transition from one example to the next. Introduce the second direct quote as it pertains to focus of your discussion-this part should consist of several sentences.
- F. You may either embed the **quote** into your own writing or begin by using a signal phrase and write out the direct quote word for word from the text to support the topic sentence. Do not use more than three [3] lines of typed text, margin to margin, for any direct quote.
- G. Translation-analyze and interpret- of the supporting evidence
- H. Explain the quote's significance to the text. For example, how does the quote work in the overall context of the essay?
- I. Concluding points: Bring focus back on the main concept of the paragraph.

IV. The topic sentence explicitly indicates the argument you have posed and substantiated in the body paragraph

- A. Introduce the direct quote as it pertains to the focus of your discussion-this part should consist of several sentences.
- B. You may either embed the **quote** into your own writing or begin by using a signal phrase and write out the direct quote word for word from the text to support the topic sentence. Do not use more than three [3] lines of typed text, margin to margin, for any direct quote.
- C. Translation-analyze and interpret- of the supporting evidence.
- D. Explain the quote's significance to the text. For example, how does the quote work in the overall context of the essay?
- E. Transition from one example to the next. Introduce the second direct quote as it pertains to focus of your discussion-this part should consist of several sentences.
- F. You may either embed the **quote** into your own writing or begin by using a signal phrase and write out the direct quote word for word from the text to support the topic sentence. Do not use more than three [3] lines of typed text, margin to margin, for any direct quote.
- G. Translation-analyze and interpret- of the supporting evidence
- H. Explain the quote's significance to the text. For example, how does the quote work in the overall context of the essay?
- I. Concluding points: Bring focus back on the main concept of the paragraph.

V. Topic Sentence: The topic sentence explicitly indicates the argument you have posed and substantiated in the body paragraph

- A. Introduce the direct quote as it pertains to the focus of your discussion-this part should consist of several sentences.
- B. You may either embed the **quote** into your own writing or begin by using a signal phrase and write out the direct quote word for word from the text to support the topic sentence. Do not use more than three [3] lines of typed text, margin to margin, for any direct quote.

- C. Translation-analyze and interpret- of the supporting evidence.
- D. Explain the quote's significance to the text. For example, how does the quote work in the overall context of the essay?
- E. Transition from one example to the next. Introduce the second direct quote as it pertains to focus of your discussion-this part should consist of several sentences.
- F. You may either embed the **quote** into your own writing or begin by using a signal phrase and write out the direct quote word for word from the text to support the topic sentence. Do not use more than three [3] lines of typed text, margin to margin, for any direct quote.
- G. Translation-analyze and interpret- of the supporting evidence
- H. Explain the quote's significance to the text. For example, how does the quote work in the overall context of the essay?
- I. Concluding points: Bring focus back on the main concept of the paragraph.

VI. Topic Sentence: The topic sentence explicitly indicates the argument you have posed and substantiated in the body paragraph

- A. Introduce the direct quote as it pertains to the focus of your discussion-this part should consist of several sentences.
- B. You may either embed the **quote** into your own writing or begin by using a signal phrase and write out the direct quote word for word from the text to support the topic sentence. Do not use more than three [3] lines of typed text, margin to margin, for any direct quote.
- C. Translation-analyze and interpret- of the supporting evidence.
- D. Explain the quote's significance to the text. For example, how does the quote work in the overall context of the essay?
- E. Transition from one example to the next. Introduce the second direct quote as it pertains to focus of your discussion-this part should consist of several sentences.
- F. You may either embed the **quote** into your own writing or begin by using a signal phrase and write out the direct quote word for word from the text to support the topic sentence. Do not use more than three [3] lines of typed text, margin to margin, for any direct quote.
- G. Translation-analyze and interpret- of the supporting evidence
- H. Explain the quote's significance to the text. For example, how does the quote work in the overall context of the essay?
- I. Concluding points: Bring focus back on the main concept of the paragraph.

VII. Restate the thesis statement

- A. Highlight the points you have indicated in the body paragraphs.
- B. In consideration of the evidence you have presented and the argument you have substantiated, you will provide your audience with a thorough conclusion of your argument.

In-Text Parenthetical Citations:

MLA format follows the author-page method of in-text citation. This stipulation means that the author's last name and the page number(s) from which the quotation is taken must appear in the text, and a complete reference should appear on your Works Cited page. The author's name may appear either in the sentence itself or in parentheses following the quotation or paraphrase, but the page number(s) should always appear in the parentheses, not in the text of your sentence. For example:

Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).

The citation in the aforementioned example tells readers that the information in the sentence can be located on page 263 of a work by an author named Wordsworth. If readers want more information about this source, they can turn to the Works Cited page, where, under the name of Wordsworth, they would find the complete source citation:

Since the assignment clearly indicates you must introduce 6 direct quotes from the text, you must provide a parenthetical citation for each quote. Failing to provide an in-text parenthetical citation after the direct quote constitutes an act of plagiarism.

Appropriate Citation and Signal Phrase:

1. **Begin the quote with a signal phrase.** A **signal** phrase leads the audience. An example of a signal phrase is as follows: For example, Sonny states....

The period is to be placed after the parenthesis:

For example: The narrator states, "I felt that in another moment I'd start crying like a child" (Baldwin 340).

Notice that the period is placed after the parenthesis, not included within the quotation. **In addition, notice that in the parenthesis you cite the author's last name and the page number.**

The only exceptions to the aforementioned rule are if the quotation ends with a question mark or an exclamation mark. In this instance, you include the punctuation within the quotation as well as apply the period after the parenthesis.

For example: Sonny asks, "this is your station?" (Baldwin 340).

If you indicate the author's name in the signal phrase, then you merely cite the page number in the parenthesis.

For instance: Martin Luther King states, "We should never forget that everything Adolf Hitler did in Germany was 'legal' and everything the Hungarian freedom fighters did in Hungary was 'illegal' " (4).

Citing a Quote within a Quote:

2. If you are citing a quote within a quote, then you must signal this to your audience.

For instance, “‘Sure,’ I said. ‘You do that. So Long’” (Baldwin 340).

When you quote a writer or a speaker, use double quotation marks. When the material you quote contains yet another quotation, distinguish the two by enclosing the second one in single quotation marks.

3. **The ellipses mark substitutes for omissions from quotation:**

When you omit a part of a quotation, show the omission with an ellipses mark.

- A. Omission of the middle of the sentence:

“Natural ecosystems . . . maintain the world exactly as we would wish it to be maintained”

- B. Omission of the end of a sentence, without source citation:

“Earth is our home. . . . [The sentence period, closed up to the last word, precedes the ellipses mark.]

- C. Omission of the end of a sentence, with source citation:

“Earth is our home . . .” (Wilson 27). [The sentence period follows the source citation]