**Introduction**
The curriculum includes a research paper—complete with in-text citations and a Works Cited page. Since this is a lengthy assignment, you will have several weeks to complete this project. We will spend time in the school library gathering research; we will also spend a few days in the classroom learning how to organize such a paper. (Many of you will be familiar with this procedure because of assignments that you have already completed in the Research & Writing course.) However, the actual writing and typing of the paper will be done at home.

**The Paper**

A. Select a topic.

You may pick from the following 5 topics:
(You will notice that after each topic, we have listed various questions to think about and explore. You are not limited to these questions nor are you required to provide answers for all of them. These questions are merely meant to guide your research.)

1. **How were children educated during the Victorian era? Is Dickens’s portrayal of education during the time an accurate depiction?**
   - Did boys and girls receive the same education? If not, how did the education offered differ—and why?
   - Did students from different social classes receive different educations? If so, how did they differ—and why?
   - Were children educated at home—or in schools? What did those schools look like? What supplies did students need? How long was the school day? Who did the teaching?

2. **How were criminals punished during the Victorian era? Is Dickens’s portrayal of Victorian crime and punishment an accurate depiction?**
   - What types of punishment were given—and for what crimes? Did punishments vary according to age and gender? Who decided what punishments were given?
   - What were the conditions like for prisoners before and after conviction of a crime?
   - What role did lawyers play and how much did they charge?

3. **How much of Charles Dickens’s own life is reflected in Great Expectations?**
   - What elements of the author’s actual life are reflected in the plot, the characters, the setting, and the development of concepts like social status in the novel?

4. **What were women’s lives like during the Victorian era? Is Dickens’s portrayal of his female characters an accurate depiction of women’s lives during the time?**
   - What roles did women and girls play in society? Did those roles vary due to social class? If so, how did they differ—and why?
   - What rights did women hold? What jobs or professions did they pursue?
   - What type of behavior was expected of women and girls? What interests or hobbies did they pursue?

5. **What were men’s lives like during the Victorian era? Is Dickens’s portrayal of his male characters an accurate depiction of men’s lives during the time?**
   - What roles did men and boys play in society? Did those roles vary due to social class? If so, how did they differ—and why?
   - What rights did men hold? What jobs or professions did men pursue?
   - What type of behavior was expected of men and boys? What interests or hobbies did they pursue?
B. Do some research.
We will spend time in the library gathering information. Your research should include **FOUR sources of information:**

- **One of these sources** of information must be *Great Expectations* itself.
- **Two of those sources** must come from the high school’s virtual reference collection.
- **The other source** can be an article distributed in class, a book found in the library, or a webpage/site from the free web. (If you choose to use a source from the free web, you must complete an evaluation sheet in which you justify why you used that free web source. **THIS MUST BE SUBMITTED AND APPROVED BEFORE OUTLining THE PAPER!** You have done this during the Paper Trail.

**Note:** Mrs. Seymour has already compiled a list of **APPROVED websites**, which can be accessed from her webpage, which can be accessed through Destiny.)

**To access the VRC from home, you need the following information:**

- **URL:** http://xaax.calypso.scoolaid.net
- **Username:** isliph
- **Password:** library

C. Take notes.
You must do some research **before** you can create your **claim**. However, once you have decided upon your **topic** and located your sources, you should begin reading through and annotating the material.

(Hint: If you’re using material from a website, you could simply cut and paste the material that you need into a Microsoft Word document.)

Some points to consider:

- Take notes only on information that pertains to your **topic** and the **novel**.
- Be neat and make sure that you understand what you’re writing. If your notes are unclear, they won’t help much when you sit down to actually write your paper.
- Note the details about your source which are needed for your Works Cited page, such as author, publishing information, etc. If you are utilizing a **book**, don’t forget page numbers, too!

D. Create a claim.
While you are compiling your research material, you must begin to craft a claim, which is the main focus of your paper; it is the point you are trying to prove, using the novel and research material.

**How exactly should I create a claim?**

- **Find what interests you most about the selected topic.** (The topics we have provided are quite broad, so you can’t cover every aspect of a given topic—especially not in such a short paper. Focus on the area that seems most interesting.)
- **Consider your resources.** (If you find a great deal of material on the types of schools established in the Victorian era and very little information on the instructors who taught during that time period, it probably makes more sense to focus on the topic that has more information readily available.)
- **Be sure to address BOTH the novel and the historical aspect of your topic.**

E. Outline your material.
An outline is a summary of the main points about your topic and the ideas that support them. Your paper should include the following:

- Introductory Paragraph
- Body Paragraphs (**minimum of three**). Each body paragraph should provide information about one aspect of your claim. If the details do not support the **claim**, then you should exclude them.
- Concluding Paragraph
F. Create a Works Cited page.
Check out “MLA Guidelines” at the end of this packet for details about the type of information needed to create this page.

G. Write your final draft.
Your paper will consist of the following:
- **Introduction:** Open with an interesting hook; move into the first body using the claim.
- **Body:** Each body paragraph should begin with a topic sentence that states the main point of the paragraph. (This point should be related to the CLAIM.) Include examples, quotes, and other evidence from the novel to support your statements using in-text citations, which are followed-up by evidence from the research material.
- **Conclusion:** Re-state the claim. Refer to ideas suggested in the introduction without simply repeating your introduction word for word. Conclude with an original, thought-provoking sentence.
- **Works Cited:** Cite all material taken from sources using proper MLA format. You should have a minimum of four as indicated under “B. Do Some Research.”

Requirements for your Research Paper
- Use Times New Roman 12-point font.
- Write 4-5 double-spaced, typed pages. (This page count does not include the Works Cited page.)
- Use **four different sources of information.** (One of these sources of information must be *Great Expectations* itself. Also, **two of those sources** must come from the high school’s virtual reference collection. You can use an article from class, a book from the library, or a webpage/site from the free web.)
- Integrate your ideas and the research within your paper, using in-text citations. You must use the MLA method of documentation. (If you have questions about how to successfully complete this task, please ask Mrs. Armano.)
- Write a Works Cited Page. (Details are provided below. If you have questions about how to successfully complete this task, please ask Mrs. Armano, or Mrs. Seymour.)
- Submit your paper through Turnitin. This can help you identify if something is not cited correctly.

Grading Information
1. Your paper will be graded based on a rubric.
2. Ten points will be deducted—per day—for every day that the final draft is handed in after the due date and will not be accepted three days after the due date.
3. Your Works Cited Page will be graded separately as a test grade.
Works Cited Information

The Works Cited page should appear at the end of your paper, listing—in alphabetical order, by the author’s last name—the books, periodicals, and/or websites that you CITED in the paper. This information is written in the format outlined in the example below:

<table>
<thead>
<tr>
<th>Smith 7</th>
</tr>
</thead>
</table>

Works Cited


MLA Guidelines for the Works Cited

Use the following samples as a guide. (If you need help with a particular citation, ask Mrs. Armano, or Mrs. Seymour.)

Reminder: You can use the “How to Cite” or “Citation” links available on Mrs. Seymour’s webpage.

If your source is a BOOK, here’s how to write the CITATION:

Author. *Title*. City of Publication: Publisher, Date of Publication. Medium of Source.


If your source is an ENCYCLOPEDIA, here’s how to write the CITATION:

Author. “Title of Article.” *Title of Encyclopedia*. Date of Publication. Medium of Source.


If your source is an article from the VIRTUAL REFERENCE COLLECTION, here’s how to write the CITATION:


Rubric: The following rubric should be used as a guideline or a checklist for your paper. You will gain points by fulfilling each section of the rubric. Make sure you attach this rubric after the Works Cited page.

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Somewhat Poor</th>
<th>Poor (0 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Format (10 pts)</td>
<td>For every error, there will be a deduction of one point. (*Includes: heading, margins, header, title, font, spacing, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Claim (10 pts)</td>
<td>Clearly stated in 1 sentence.</td>
<td>Stated, but wording is awkward.</td>
<td>Developed in 1-2 sentences.</td>
<td>Developed in 2-3 sentences.</td>
<td>Not stated or developed. Not relevant to the task.</td>
</tr>
<tr>
<td></td>
<td>-Meets the task</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Includes TAG</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Citations (30 pts)</td>
<td>All in-text citations are correct.</td>
<td>Few in-text citations have errors in punctuation.</td>
<td>Some errors in format are made within the essay.</td>
<td>Use of evidence but NOT cited; citations incorrect or incomplete.</td>
<td>In-text citations are not included.</td>
</tr>
<tr>
<td></td>
<td>-excluding Works Cited</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development (20 pts)</td>
<td>All body paragraphs support the claim with strong analysis of the text, using the research materials.</td>
<td>All body paragraphs support the claim, but analysis is lacking at certain points.</td>
<td>Some body paragraphs are stronger than others. Some details require elaboration or support from research.</td>
<td>Some body paragraphs do not support claim and/or do not contain relevant support from the research.</td>
<td>All body paragraphs are irrelevant to the claim.</td>
</tr>
<tr>
<td></td>
<td>-specific reference to examples</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-use of direct quotes or paraphrasing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization (10 pts)</td>
<td>Paper moves logically and progressively with strong transitions.</td>
<td>Paper moves logically and progressively with some transitions.</td>
<td>Paper moves somewhat logically, but it lacks progression and transition. At times, the topic drifts.</td>
<td>Often, the writer drifts from the topic. The essay lacks logical progression.</td>
<td>The writer skips around with details and does not use transitions.</td>
</tr>
<tr>
<td></td>
<td>-use of transitional words or phrases</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-use events chronologically</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary (10 pts)</td>
<td>The paper MUST have 20 vocabulary words used appropriately in context.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>You may wish to use more than twenty, as you will only earn credit if the term is used correctly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Spelling</td>
<td>No errors are made.</td>
<td>Few errors are made, but they are minor in the meaning of the essay.</td>
<td>Some errors are made, and they are minor, but they may impact the meaning of the essay.</td>
<td>Many errors are made often throughout the essay, and they impact the meaning of the essay.</td>
<td>Errors are made consistently throughout the essay, which makes the essay difficult to understand.</td>
</tr>
</tbody>
</table>