**101 Paper: Extended Close Reading 4-5 pages (1000-1300ish words)**

**Draft Due: in class Tuesday 12/5:** bring 3 copies of your draft to class for Peer Review (at least 3 pages)

\*If you send these drafts to me by midnight Monday night, I will print for you.

**Final Draft Due: Wednesday 12/13 by 5:00pm:** with peer review worksheets, rough draft, and final draft

Instructions:

We have spent the term reading and analyzing Victorian literature, now I want you to write a longer version of your blog post exercises and make a claim about one of our readings. I am looking for your ability to close read and then make an interpretation about the text or texts based on the data you gather from the text (a.k.a your use of “The Method”). You may incorporate aspects from your blog posts, but I expect this paper to *go further, delve deeper,* and come up with a *more sophisticated close reading* of the text than you have done so far.

Please make sure to quote from the text and/ or any other readings we have had for class. I encourage you to use any of the secondary sources we have read together in class and you will find a list of all our texts below. Please make sure to note pages numbers for any quotations and, *as always, cite any source you use for this paper.* You *do not* need to rely on outside sources, but if you do make sure to properly cite *all sources* (even if it is Wikipedia!).

Note: You do not need to (and should not) list out all the data you gathered while doing the method. Instead use the method as a pre-writing exercise and dive into the text.

When I grade your paper I will look for the following component parts:

* Makes a clear claim about the text. (See Writing Analytically reading)
* Supports argument with evidence from the literary text (poems, novels, or secondary texts) *as well as* a secondary text.
* Close reads at least one moment in the text as evidence for the claim
* Properly uses in-text citation as well as includes a Works Cited page
* Is grammatically correct and coherently written.
* See rubric for more information.

**Literary Texts**

* “My Last Duchess”
* Lady Audley’s Secret
* The Hound of the Baskervilles
* “A Terribly Strange Bed“
* *Dracula*
* “Goblin Market”
* “A Triad,” “Echo,” “‘No Thank you, John’,” “A Pause of Thought,” and “The World”
* “The Lady of Shalott”
* “La Belle Dam San Merci”
* *The Strange Case of Dr. Jekyll and Mr. Hyde*

**Secondary Texts (historical or critical) – see class blog for more information**

* Longman Anthology reading on “The Victorian Age”
* Contemporary Reviews of Dracula
* Emily Gerard’s “Transylvanian Superstitions”
* video on [The Gothic](https://www.bl.uk/romantics-and-victorians/videos/the-gothic)
* [Christina Rossetti: Gender and Power](https://www.bl.uk/romantics-and-victorians/articles/christina-rossetti-gender-and-power)
* “[The Occidental Tourist: Dracula and the Anxiety of Reverse Colonization](http://www.jstor.org/stable/3827794)” by Stephen Arata (accessible on campus)
* [Victorian Spiritualism](http://www.victorianweb.org/victorian/religion/spirit.html)
* Science or Séance?: Late Victorian Science and*Dracula’s* Epistolary Structure
* [Gothic Motifs](file:///C%3A%5CUsers%5Ckershs%5CDropbox%5C2016%20Spring%5C101%20Monsters%20%26%20Madness%5C%E2%80%A2%09http%3A%5Cwww.bl.uk%5Cromantics-and-victorians%5Carticles%5Cgothic-motifs)
* [Dracula: Vampires, Perversity, and Victorian Anxieties](http://www.bl.uk/romantics-and-victorians/articles/dracula)
* [Daughters of decadence: the New Woman in the Victorian fin de siècle](http://www.bl.uk/romantics-and-victorians/articles/daughters-of-decadence-the-new-woman-in-the-victorian-fin-de-siecle#sthash.lKmgbyPc.dpuf)
* “‘[Kiss Me with those Red Lips’: Gender and Inversion in Bram Stoker’s Dracula](http://www.jstor.org/stable/2928560?seq=1#page_scan_tab_contents)” by Christopher Craft  (accessible on campus)
* [Gothic fiction in the Victorian fin de siècle: mutating bodies and disturbed minds](https://www.bl.uk/romantics-and-victorians/articles/gothic-fiction-in-the-victorian-fin-de-siecle)
* short video on [Gender 19th-Century Britain](https://www.bl.uk/romantics-and-victorians/videos/gender-in-19th-century-britain)
* [An introduction to ‘Goblin Market’](file:///C%3A%5CUsers%5Ckershs%5CDropbox%5C2016%20Spring%5C101%20Monsters%20%26%20Madness%5C%E2%80%A2%09https%3A%5Cwww.bl.uk%5Cromantics-and-victorians%5Carticles%5Can-introduction-to-goblin-market)
* Any other website, article, or handout that I have given to you on an assignment prompt, handed out in class, or posted via the class blog

Stuck? *Writing Analytically* (7th edition) is an incredibly helpful tool when thinking about how to make a claim. Look at these pages for help:

* Chapter 5 (pp. 119-131) — this outlines ways to make interpretations plausible. It walks you through how to move from description to interpretation in a number of ways.
* pp. 89-96 walks you through how to use evidence (in our case, evidence is language from the text) and connect it to claims.
* pp. 147-155 gives good advice about what makes strong claim (a.k.a. a thesis) and how to write one.
* Revisit the other readings assigned so far to help you read, gather evidence, or do prewriting

(If you don’t own *Writing Analytically,* there are copies on reserve at the library.)