

# academic writing

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THESIS | CONTENT

STRUCTURE

RESEARCH

LANGUAGE

FORMATTING

# term paper requirements

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- **term paper** (Hausarbeit) | 12-15 pages (see your PL for information on exact term paper length | you are bound to the minimum length listed in your study regulations | does **NOT** include the title page + table of contents + works cited
- **deadline:** September 31, 2020 | midnight
- submit **PDF** (electronically with signed plagiarism form)
- **plagiarism form:** <https://kw.uni-paderborn.de/en/anglistik-amerikanistik/studium/plagiatserklaerung/>

# term paper requirements | works cited

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- approximately **ONE** page = **minimum of 10 reliable | ACADEMIC sources!**
- use a variety of different sources: monographs, journal articles, academic essays, anthology essays, etc.
- **careful with online sources!**
  
- I will not accept papers with less than 10 quoted sources unless you offer a convincing explanation for your shortage of sources!
- **DON'T LIST** sources in your **WORKS CITED** if you do not refer to or mention them in your text (direct quotation | paraphrase | etc.)
- **NO** spacing needed between the lines in a works cited list!
- Surname | alphabetical order | insert second line if your source is longer than one line

# term paper requirements | works cited

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Justified text |  
Blocksatz!

Rotundo, Edward Anthony. *American Manhood: Transformations in Masculinity from the Revolution to the Modern Era*. Basic Books, 1993.

Ryan, Mary Meghan (Ed.). *Vital Statistics of The United States: Births, Life Expectancy, Deaths, and Selected Health Data*. 4th ed., Bernan Press, 2010.

Sontag, Susan. "The Double Standard of Aging." *The Saturday Review*, 1972, pp. 29-38.

Spector-Mersel, Gabriela. "Never-aging Stories: Western Hegemonic Masculinity Scripts." *Journal of Gender Studies*, vol. 15, no. 1, 2006, pp. 67-82.

Stone, Sharon-Dale. "Age-Related Disability Believing Is Seeing Is Experiencing." *The Ages of Life Living and Aging in Conflict?*, edited by Ulla Kribernegg and Roberta Maierhofer, Transcript, 2013, pp. 57-70.

"Suicide." *National Institute of Mental Health*, May 2018, [www.nimh.nih.gov/health/statistics/suicide.shtml#part\\_154969](http://www.nimh.nih.gov/health/statistics/suicide.shtml#part_154969). Accessed 7 March 2019.

- alphabetical order (last name)
- no extra spacing
- indent lines (except first line)

FULL STOP

# term paper requirements | citation

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- direct quotes = quotation marks
- block citations = **no** quotation marks
- paraphrase = **no** quotation marks
- be very careful about marking your quotes and naming your sources!
- **PLAGIARISM** results in an immediate fail!
- **MLA** (any edition but be consistent)

## PURDUE UNIVERISTY:

[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_formatting\\_quotations.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_quotations.html)

# term paper requirements | basics formatting

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- **page numbers:** title page is number 1 | first page number is **NOT** visible
- **margins:** on all sides (approximately left 3-4 cm | right 2 cm)
- **spacing:** 1.5 lines
- **paragraphs:** the first line of the first paragraph (of a numbered section) is **NOT** indented | every paragraph (first line) following the first paragraph is indented | exception: the first line after a block quotation is **not** indented)
- **NO** one sentence paragraphs!
- **block citations:** direct quotes **longer** than 3 lines | no quotation marks | no line spacing | the entire quotation is indented | smaller font size is optional
- **documentation of quotes:** **MLA** (in MLA you can use footnotes for additional information)
- **footnotes for additional information:** in justified text (**Blocksatz**) | no spacing between the lines | smaller font size!
- **justified text (Blocksatz):** entire written text!
- **Footnotes and works cited also in justified text!**

# term paper requirements | basics formatting

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More information | links:

- [https://kw.uni-paderborn.de/fileadmin/fakultaet/Institute/anglistik-amerikanistik/Ribbat/style\\_sheet\\_augsburg.pdf](https://kw.uni-paderborn.de/fileadmin/fakultaet/Institute/anglistik-amerikanistik/Ribbat/style_sheet_augsburg.pdf)
- MLA Handbook eight edition 2016 (UPB library): <https://katalog.ub.uni-paderborn.de/local/records/001877261>

# term paper requirements | thesis

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- **OED (Oxford English Dictionary):**
  - a. A proposition laid down or stated, esp. as a theme to be discussed and proved, or to be maintained against attack [...]; a statement, assertion, tenet.

- (basically) the **RESULT** of your research
- a statement that sums up your main findings
- that which you need to prove with your analysis | the assertion that drives your analysis



# term paper requirements | topics

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- genre analysis | literary history | literary movements
  - does the narrative fall into | out of a category?
  - how is this measured in the narrative?
  - why is it important to talk about genre in **THIS** literature?
  - which genre does it belong to and why? (Bildungsroman | Fantasy | Magic Realism | Theatre of the Absurd | Comedy | Tragedy | etc.)
  - how do you situate this piece in literary history | literary movements?  
Realism | Modernism | Postmodernism | etc.
  - literary canon?

# term paper requirements | topics

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- **fiction and form**

  - how do these intersect in the narrative?

  - traditions and conventions —> e.g. in *Lincoln in the Bardo*

- **fiction | non-fiction | history**

  - how does the narrative play with fact and fiction?

  - what role do historical elements in this novel?

  - depiction and relevance of fact and fiction in American (political) literature

- **space | place**

  - what role does space play in the novel?

  - how is space manifested in the text?

- **language**

- **gender**

- **race**

- **class**

# term paper requirements | topics

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- **narratology | narrative functions**

- voice | narrative perspective | narrator (reliable | unreliable)

- focalization

- implied authors | implied readers

- author (**NOT INTENTIONS OF AUTHOR - BUT FUNCTION | POSITION | PERSPECTIVE | etc.**)

- structure

- visuals

- gender and narrative

- identity

- metanarration | metafiction | intertextuality

**More topics:** <http://www.lhn.uni-hamburg.de/contents.html> (*The living handbook of narratology* | citable online source)

# term paper requirements | structure

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- title page
- table of contents
- **body of text** (introduction approx. 1 page | main part approx. 10-12 pages = theory 4-6 and analysis 6-8 pages | conclusion approx. 1 page)
- works cited
- plagiarism form

# term paper requirements | title page

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Universität Paderborn  
Institut für Anglistik und Amerikanistik  
Wintersemester 2019/20  
Seminar: American Drama  
Dozentin: Stela Dujakovic

**Feminist Political Fiction:  
Representing the Female in  
Margaret Atwood's *The Handmaid's Tale***

Vor- und Nachname  
Matrikelnr.: ....  
Semester und Studium: ....  
Email: ....  
Adresse (optional): ....

# term paper requirements | table of contents

## Table of Contents

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2.2 .....	
3. The Second Wave in American Fiction.....	
3.1 Religious Conservatism in Gilaed.....	
3.2 Breaking Out of Conventions: Offred..	
3.3 Depicting the Resistance Through the Female.....	
4. Conclusion.....	
5. Works Cited.....	
6. Plagiatserklärung	

Introduction = 1 page  
Theory = 4-6 pages (1/3)  
Analysis = 6-8 pages (2/3)  
Conclusion = 1 page

text analysis = main part

- classical suggestion for a term paper structure
- theory and analysis are separate
- first you establish your theoretical basis (without referring to the drama)
- in your analysis you bring together theory and drama + secondary sources **and your interpretation of the text**

# term paper requirements | main body

quotations can never speak for themselves | contextualize your quotes and refer to the content!

What is to be understood by *identity*? In the most basic sense, identity is the answer to the question *who am I?* or *who are we?* Identity requires the memory of one's own history, i.e. of the way *how* or *why* one has become the way one is today. However, one's sense of identity also influences what is remembered, as the historian John Gillis has pointed out:

The parallel lives of these two terms [memory and identity] alert us to the fact that the notion of identity depends on the idea of memory, and vice versa. The core meaning of any individual or group identity, namely, a sense of sameness over time and space, is sustained by remembering; and what is remembered is defined by the assumed identity. (5)

Since every individual, group or nation will usually strive to see themselves in the best possible light, the interdependence of identity and memory leads to the problem of authenticity: How authentic is one's identity, how true the memory of one's own history, if identity and memory are distorted on the grounds of self-interest and self-propaganda (see Gillis 5)? **This question is raised in Julian Barnes's novel *England, England*.**

A longer quotation that needs to be put in a quotation paragraph - **without enclosing quotation marks.**

MLA style reference to a passage without quoting.

An explanatory comment **in square brackets** by the author of the paper.

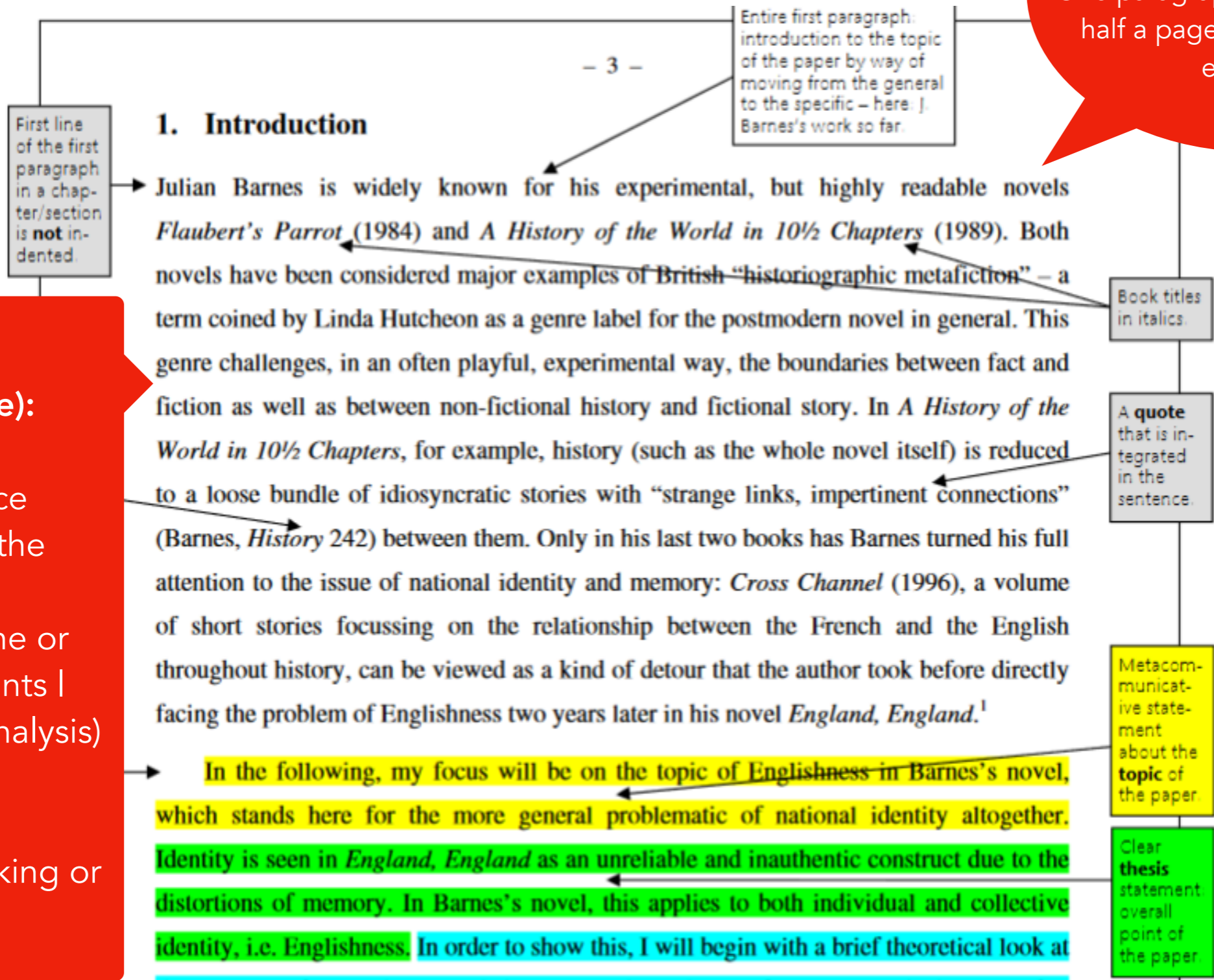
MLA style reference to source by Gillis.

A possible transition statement leading over to the next

# term paper requirements | paragraphs

**AVOID too long and too short paragraphs!**  
One paragraph = approximately half a page (formatted) | see example

- Paragraphs (argumentative):**
- topic sentence (introducing the argument)
  - argument (one or two main points | examples | analysis)
  - concluding | connecting sentence (linking or summing up)





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**questions?**