Overview: Throughout the semester, it is important for you to practice analysis as much as possible—both at an individual and collaborative level. Response papers are an important way for you to practice individual analysis over the assigned reading. These response papers are meant to be concise and thoughtful discussions on paper to share with me, your teacher. Below are the rules and expectations for response papers…

Expectations:

1. ***Response papers are meant to be short and concise.*** Therefore, you are asked to stay within the word count limit of **300-600 words.** This is because you don’t want to get overly wordy or distracted when you reflect on the literature, but you still push enough discussion that your thoughts and ideas are clear (hence the 300 word minimum).
2. ***Response papers should focus on formal, college level analysis.*** Therefore, the require the follow:
* Quoted Evidence: You need to prove you have read the literature and can cite specific evidence to prove your points. ALWAYS HAVE QUOTES with proper citation in every response paper you do, and never let a quote hover!
* A Formal, but Distinct Voice: Yes, feel free to play with voice with grammar, bolding/italics, etc., HOWEVER, DO NOT USE I STATEMENTS. You should be making formal claims that address a bigger audience than just yourself and this classroom. You are writing about well-known pieces of literature, so keep that in mind when you say, “This book reveals deeper issue related to…” vs. “I think this book reveals deeper issues related to…”
* Analysis! NOT SUMMARY! While you do want to include some summary for context, you do not want to just restate what you read for your audience—that would be boring and would fail to bring up something new or interesting for your reader to ponder. Instead, push analysis. Consider these prompts:
	+ ***What do you notice and why is the author doing \_\_\_\_?***
	+ ***What writing style and techniques does the author employ and why?***
	+ ***What is the author trying to teach the reader and why?***
	+ ***What is the overall message or purpose of this book? Chapter? Scene? And…(yup) WHY?***
	+ ***What is the author saying about society? What does the author want to change? Why?***

*As you can see, the analysis here is focusing on WHY the author did what they did.*

1. Grading: You will be grading on the following. Consider the rubric below:

**5points:** (format and house-keeping items)

*Did you use proper MLA formatting?*

**Possible Score: 15 points total**

*Did you meet and include word count?*

*Did you include works cited at the end of your response?*

*Did you include a title?*

10pts: (the response and writing)

*Did you include AP level writing, evidence, and voice?*

*Is your response clear, dynamic, and complete?*

*Did you make any silly errors?*

*Did you properly cite your evidence?*

*Do you have clear organization: about three or so paragraphs (but it is okay if the introduction and conclusion are short)*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

If needed, consider this partial response paper example…

 Smith, 1

Thor Smith

Mrs. Rutan

AP Literature and Composition

16 February 2015

367 Words

*Ain’t No Way* She Can Rise Up

In Fitzgerald’s second chapter, we are introduce to yet another key character in *The Great Gatsby*. This time, instead of meeting a character of wealth and power like those who live on the East and West Egg, we instead meet Myrtle Wilson…the lower class opposite who we can see will never rise up from her low class status.

When Nick rides a train with Tom Buchannan, Tom abruptly decides that it is time for Nick to “meet my girl” (Fitzgerald, 25). Who is his girl exactly? She is a married woman who lives in the desolate impoverished area deemed, “The Valley of Ashes” (Fitzgerald, 24). It is from this moment on, Fitzgerald does a great job characterizing Myrtle as the exact opposite of everything we saw and experienced in chapter one.