

## RESEARCH AND CONTEXT: *THE CATCHER IN THE RYE*

One of the major projects of this course is to learn how to write a substantial research paper. This learning process includes selecting a topic, doing research, evaluating sources, taking notes, using the writing process to produce multiple drafts, and writing a works cited page in MLA documentation style. These skills will be important for you not only in your future classes, but also in careers and in everyday life. Literary research can help you to better understand the works of literature you study in English class; it enhances your reading experience and supplements any literary analyses you will undertake.

The *milieu* of a work of literature is the physical or social setting in which the action of the story occurs or develops. In other words, it is the social and historical context. *The Catcher in the Rye*, the classic American story of Holden Caulfield, a teenager who tries to make sense of his life, was written by J.D. Salinger in 1951. The story itself is set around this time, and it has been on high school reading lists since John F. Kennedy was in the White House.

Many students today still find something in common with Holden, his teenage preoccupations and angst, but the fact remains that a lot of the context, including the language and American culture, is outdated to the modern teenage reader. In order for you to better understand Holden's experiences you will spend some time getting a sense of the times in which Holden lived, while at the same time learning the research process!

### RESEARCH PAPER KEY TRAITS

#### 1. IDEAS

- Presents a **thesis statement** that identifies the controlling idea of the paper
- **Supports** the thesis with relevant and convincing evidence
- Synthesizes information from **multiple sources**, correctly **quoting** or **paraphrasing** those sources
- Includes the **writer's own ideas and interpretations**

#### 2. ORGANIZATION

- Follows a clear **organizational pattern**, using transitions to connect ideas

#### 3. VOICE

- Uses a **tone** that is suited to the audience, purpose, and subject
- Reflects the **writer's enthusiasm** for the topic

#### 4. WORD CHOICE

- Uses **precise language** to convey ideas clearly

#### 5. SENTENCE FLUENCY

- Varies **sentence lengths and structures**

#### 6. CONVENTIONS

- Employs **correct grammar and usage**
- **Credits sources** properly
- Uses **correct formats and style**

The list below provides the approved topics. You will complete a topic ballot with your top three selections (in order of priority), and I will do my best to accommodate your preferences.

## TOPICS ✿ RESEARCH QUESTIONS ✿ CONNECTIONS

1	<b>BANNED BOOKS, SPECIFICALLY THE CATCHER IN THE RYE</b>	What are the reasons why books were banned in the 20 <sup>th</sup> century, and today?	What content in <i>The Catcher in the Rye</i> has caused controversy?
2	<b>GENDER ROLES IN AMERICA: POST WW II</b>	What was expected of young American males in the post-World War II period?	How does Holden accept or reject those expectations?
3	<b>J.D. SALINGER</b>	What is so interesting about J.D. Salinger?	How much is Holden a reflection of the author's own life?
4	<b>HOLLYWOOD IN THE 1940S</b>	What were the topics, themes, and trends in Hollywood movies of the 1940s?	Why does Holden despise movies so much?
5	<b>GRIEF PROCESS : ADOLESCENCE</b>	What are the stages of the grief process, and how is coping with grief different for a young person?	How does Holden cope with his experiences with death, specifically the loss of his brother?
6	<b>DEPRESSION: ADOLESCENCE</b>	What is depression, and how does it manifest in adolescents?	Is Holden depressed?
7	<b>MARK DAVID CHAPMAN</b>	What kind of man was Mark David Chapman, and what is his connection to the novel, <i>The Catcher in the Rye</i> ?	With what aspects of Holden and <i>The Catcher in the Rye</i> did Mark David Chapman identify?
8	<b>THE AMERICAN TEENAGER</b>	What was the culture of teenagers in post-World War II American society?	How does Holden compare to that teenage culture?

### THE END RESULT WILL HAVE SUCCESSFULLY MET THE FOLLOWING REQUIREMENTS:

- Completed research planner;
- Completed source-information forms for each source article consulted;
- Practice article: source form; annotation; citation; notecard;
- Letter to freshman;
- The use of **three (3) reference sources: books, e-books, and subscription databases\***;
- 12 note cards, consisting of direct quotes, paraphrases, summaries and notes;
- Complete-sentence outline that follows the class guide;
- Typed works cited page, with a **minimum of 3 sources\*** cited;
- Typed, five-paragraph, thesis-driven first draft of the research paper using previous sources and notes;
- Completed peer evaluation feedback forms;
- Connection to literature paragraph;
- Completed final version of the research paper;
- Photocopies of sources, annotated;

- Group presentation.

***\*The use of free websites is not permitted for this project. The use of free websites is not permitted for this project. The use of free websites is not permitted for this project.***

## **RESEARCH PAPER MILESTONES (AKA DUE DATES)**

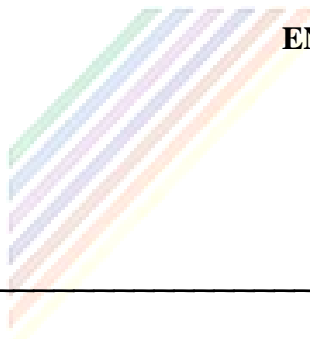
**SUBJECT TO CHANGE DEPENDING UPON PROGRESS**

Please remember that these kinds of major assignments can be turned in late for a late penalty. If you do not have the assignment on the due date, try to hand it in as soon as possible, so you can earn partial credit. The most important impact on your grade is your COMPLETED work, turned in ON TIME. No matter what, you should avoid zeros in your average.

If you are absent from school on the due date for the research paper, you must have someone submit the work for you. Do not give your paper to anyone other than me. If someone submits the paper for you, have that person get a receipt. Computer/printer excuses will not be accepted, as you will have ample time to complete the paper. Have a back-up of all your work; save it on your hard drive, an external drive/flash drive, and in your school network folder. Your grade will drop 10 points for each day it is late. Plagiarism, at any stage of the process, will result in a zero.

If you have any questions, please come see me for extra help. I am happy to help you succeed!

<b>WEIGHT</b>	<b>ASSIGNMENT TITLE</b>	<b>DUE DATE</b>
1. <u>HWx2</u>	Research Planner	Thursday, Oct. 28 <sup>th</sup>
2. <u>HWx3</u>	Annotated Article	Monday, Nov. 1 <sup>st</sup>
3. <u>HWx1</u>	Letter to Freshman	Monday, Nov. 8 <sup>th</sup>
4. <u>HWx4</u>	Practice Article	Thursday, Nov. 11 <sup>th</sup>
5. <u>QUIZx2</u>	3 Sources/Information Forms	Friday, Nov. 12 <sup>th</sup>
6. <u>QUIZx2</u>	3 Source Bibliography	Tuesday, November 16 <sup>th</sup>
7. <u>TESTx2</u>	12 Note Cards	Monday, November 22 <sup>nd</sup>
8. <u>TESTx2</u>	Thesis & Sentence Outline	Wednesday, December 1 <sup>st</sup>
9. <u>HWx3</u>	Body Paragraph	Friday, December 3 <sup>rd</sup>
10. <u>TESTx.5</u>	First Draft Essay	Monday, December 13 <sup>th</sup>
11. <u>TESTx3</u>	Final Essay, Works Cited & Sources	Wednesday, January 5 <sup>th</sup>
12. <u>TESTx1</u>	Connection Paragraph	Monday, January 10 <sup>th</sup>
13. <u>TESTx1</u>	“Top 5” Group Presentation	Wednesday, January 12 <sup>th</sup>



**ENGLISH II CP RESEARCH PAPER**

**2010**

**TOPIC BALLOT**

Name: \_\_\_\_\_

Mods: \_\_\_\_\_

MY FIRST CHOICE:

THE CATCHER  
IN THE RYE

1. \_\_\_\_\_

REASONS WHY I CHOSE THIS TOPIC:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

J. D. SALINGER

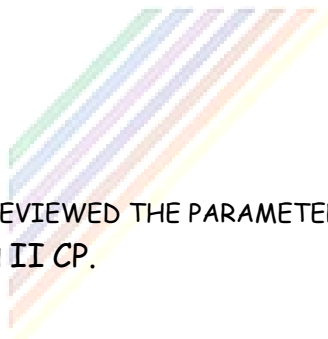
MY SECOND CHOICE:

2. \_\_\_\_\_

REASONS WHY I CHOSE THIS TOPIC:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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I HAVE REVIEWED THE PARAMETERS FOR *THE CATCHER IN THE RYE* RESEARCH PROJECT FOR ENGLISH II CP.

STUDENT SIGNATURE

DATE

THE CATCHER  
IN THE RYE

PARENT OR GUARDIAN SIGNATURE

DATE

J. D. SALINGER

