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entire essay.

All pages are numbered
at the top right corner.
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is optional.

McCann 1

Use 1" (2.54 cm)
margins and black
12 point Times New
Roman font.

Elizabeth McCann

Professor Kirk

English 4100

March 30, 2010

This information is in
place of a title page.

Leonard Bast's Adventure: "Looking for a Real Home"

The title of the
paper is centred.

It is not a controversial statement to say that E.M. Forster's Leonard Bast, the aspiring,

Book titles are italicized
in both the text of the
paper and in the Works
Cited list.

clerk of *Howard's End*, is the least successfully rendered major character
in the novel. As the novel is concerned with the social realities of its day, it would seem

that the failure to convince readers of the reality of Leonard Bast is a serious flaw,
although Forster deserves some credit for making the attempt. Margaret and Helen
Schlegel's efforts to establish a friendship with Leonard Bast despite class barriers is a
parallel action, in the novel, to the author's attempt to include Leonard Bast in the novel
as a serious character on a level with Margaret and Helen. Forster is able to portray
intelligently the problems the Schlegels have in their endeavour and the reasons for the
problems both within Margaret and Helen and within Leonard. But the reader cannot help
but notice that Forster is unable to portray Leonard as anything else than other, again,
paralleling Margaret and Helen's own inability to accept Leonard as more like
themselves than different. Forster's attitude seems fatally divided, yet Leonard Bast's
role in the novel is crucially important. His journey towards death, if studied closely,
throws light on the most fundamental questions the novel explores, "questions about the
way in which reality may be known" (Bradbury 130).

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Moeller, Victor Moeller, 2013-12-13 First Published in 2002 Routledge is an imprint of Taylor Francis an informal company

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Practical Composition Russell Brickey, Laura L. Beadling, Evelyn Martens, 2014-07-18 For English instructors at every level the task of producing a worthwhile workable plan for each class period can prove challenging This invaluable work offers a vast compilation of writing exercises and in class activities collected from professors graduate students and lecturers from colleges and universities across the United States Step by step instructions guide teachers through class discussions and exercises on topics ranging from invention argumentation formatting thesis development and organization to rhetorical situation visual rhetoric peer review and revision From high school teachers and first time teaching assistants to experienced writing professors looking to enhance their courses anyone who teaches English will appreciate the fresh ideas found in this indispensable volume Instructors considering this book for use in a course may request an examination copy here [Writing the Visual](#) Carol David, Anne R. Richards, 2008-02-09 WRITING THE VISUAL A PRACTICAL GUIDE FOR TEACHERS OF COMPOSITION AND COMMUNICATION offers a variety of creative and theoretically based approaches to the development of visual literacy The book's introduction and twelve chapters provide an array of pedagogical perspectives exceptional field tested assignments for students writing across the disciplines and a strong bibliographic base from which readers might continue their exploration of visual studies Presenting ideas both imaginative and practical for teachers and advanced students WRITING THE VISUAL aims to expand our understanding of how visual and verbal elements contribute to a text's effectiveness Extensively referencing key figures from ancient times to the present who have developed theories described histories and provided analyses of images WRITING THE VISUAL responds to the growing desire for critical and creative engagement with visual language in composition and communication classrooms ABOUT THE EDITORS Carol David is Professor Emerita in the Department of English at Iowa State University where she served as teacher and administrator of composition programs from 1960 until her retirement in 2001 Her research on writing visibility and technical communication

has appeared in TECHNICAL COMMUNICATION QUARTERLY JOURNAL OF BUSINESS COMMUNICATION JOURNAL OF BUSINESS AND TECHNICAL COMMUNICATION and elsewhere Anne R Richards is Assistant Professor of English at Kennesaw State University where she blends critical and interdisciplinary approaches to the teaching of multimedia literacy and technical writing Her research on scientific images color on the World Wide Web and multimedia sound has appeared or is forthcoming in TECHNICAL COMMUNICATION QUARTERLY CONTRIBUTORS Contributors include Nancy Allen Carol David Jean Darcy Jane Davis Ryan Jerving C Richard King Mark Mullen L J Nicoletti Alyssa O Brien Iraj Omidvar Kristin Walker Pickering Deborah Rard Anne R Richards Yong Kang Wei and Barbara Worthington

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The "I Hate to Write" Guide to

College Level Essays Beth Daniels, 2017-12-29 THE I HATE TO WRITE GUIDE TO COLLEGE LEVEL ESSAYS 4 IN 1 does not replace the required text books in English Composition courses but it does explain how to write an essay at this level without using academic words like thesis I never understood what that meant when I was an undergraduate so I don't expect everyone to know what it means but I do explain what it is in regular language The four volumes grouped together here have appeared in e book form but never as a print copy It was probably past time to offer another option The reason I wrote BASIC ESSAY BOOK CRITIQUE and RESEARCH PAPER is that they were the first essays students were required to write not just in composition class but in other courses CHOOSING A TOPIC is something that has boggled many a mind These are my guidelines and enough students told me that the way I detailed essay requirements finally allowed the light bulb moment of understanding the process be lit for them Hopefully you'll find something helpful too *Writing the Classroom* Stephen E. Neaderhiser, 2022-11-21 *Writing the Classroom* explores how faculty compose and use pedagogical documents to establish classroom expectations and teaching practices as well as to articulate the professional identities they perform both inside and outside the classroom The contributors to this unique collection employ a wide range of methodological frameworks to demonstrate how pedagogical genres even ones as seemingly straightforward as the class syllabus have lives extending well beyond the classroom as they become part of how college teachers represent their own academic identities advocate for pedagogical values and negotiate the many external forces that influence the act of teaching *Writing the Classroom* shines a light on genres that are often treated as two dimensional with purely functional purposes arguing instead that genres like assignment prompts course proposals teaching statements and policy documents play a fundamental role in constructing the classroom and the broader pedagogical enterprise within academia *Writing the Classroom* calls on experienced teachers and faculty administrators to critically consider their own engagement with pedagogical genres and offers graduate students and newer faculty insight into the genres that they may only now be learning to inhabit as they seek to establish their personal teacherly identities It showcases the rhetorical complexity of the genres written in the service of pedagogy not only for students but also for the many other audiences within academia that have a role in shaping the experience of teaching Contributors Michael Albright Lora Arduser Lesley Erin Bartlett Logan Bearden Lindsay Clark Dana Comi Zack K De Piero Matt Dowell Amy Ferdinandt Stolley Mark A Hannah Megan Knight Laura R Micciche Cindy Mooty Dustin Morris Kate Navickas Kate Nesbit Jim Nugent Lori A Ostergaard Cynthia Pengilly Jessica Rivera Mueller Christina Saidy Megan Schoen Virginia Schwarz Christopher Toth **Writing for College: the Eight Step Program to Writing Academic Argument Papers Using the Template Method** Rebecca Smith, 2012-04-13 *Writing for College the Eight Step Program to Writing Academic Argument Papers Using the Template Method* is designed to help students who have been needlessly struggling with writing for their college classes because they fail to understand how college writing differs from other types of writings This book has two goals One to provide you the student with a template to follow in composing your own standard

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