

Composing your Paragraphs.

NOTES I: Paragraph Structure:

S subject: Topic Sentence. The paragraph's purpose/argument	
E (explain your point)	
E (evidence/examples to back up your explanation)	<i>For example....</i>
L (link your evidence and examples back to your statement/topic sentence and explain WHY it all matters)	

NOTES II: MLA In-Text Citations, from <https://owl.english.purdue.edu/owl/resource/747/03/>:

To indicate short quotations (fewer than four typed lines of prose or three lines of verse) in your text, enclose the quotation within double quotation marks. Provide the author and specific page citation (in the case of verse, provide line numbers) in the text, and include a complete reference on the Works Cited page. Punctuation marks such as periods, commas, and semicolons should appear after the parenthetical citation. Question marks and exclamation points should appear within the quotation marks if they are a part of the quoted passage but after the parenthetical citation if they are a part of your text.

For example, when quoting short passages of prose, use the following examples:

- According to some, dreams express "profound aspects of personality" (Foulkes 184), though others disagree.
- According to Foulkes's study, dreams may express "profound aspects of personality" (184).
- Is it possible that dreams may express "profound aspects of personality" (Foulkes 184)?
- When short (fewer than three lines of verse) quotations from poetry, mark breaks in short quotations of verse with a slash, (/), at the end of each line of verse (a space should precede and follow the slash).
- Cullen concludes, "Of all the things that happened there / That's all I remember" (11-12).

You will use only page numbers, i.e. (101). Make sure the end of clause punctuation comes AFTER the parenthesis.

S subject: Topic Sentence. The paragraph's purpose/argument	Carraway's word choice develops a sense of doubt within this concluding passage from Chapter 5, which allows the narrator to demonstrate each characters' sense of uncertainty within this moment and which develops the incongruity that exist between the idea of the situation and its reality.
E (explain your point. Here, I am angling the paragraph to make the point referencing the significance of Gatsby – paragraph A for Point II).	First, the details that Carraway use to portray Gatsby in particular help to establish Gatsby as a classical tragic figure who is willfully blinded by the reality of the situation that stares him in the face.
E (evidence/examples to back up your explanation)	For example, Carraway states that Gatsby "had thrown himself into [the situation] with a creative passion...decking it out with every bright feather that drifted his way" (101) despite the fact that it was clear from the expression Carraway stated that Gatsby wore on his face expressed a "doubt had occurred to him as to the quality of [Gatsby's] present happiness" (101). Carraway concludes his observation by remarking that "[n]o amount of fire or freshness can challenge what a man will store up in his ghostly heart" (101).
L (link your evidence and examples back to your statement/topic sentence and explain WHY it all matters)	Gatsby's arrogance in the face of reality is clear here, as his his willful refusal to see things for what they are. This alone helps to portray Gatsby as a typical tragic character. That Carraway punctuates this with an emphasis on the things Gatsby hides from that resides in his own "ghostly heart" is interesting. The fact that he states that line in such a generalized way (a "man" in general) may reveal a subconscious identification that what makes Gatsby a tragic figure also resides in Carraway's own heart.

Carraway's word choice develops a sense of doubt within this concluding passage from Chapter 5, which allows the narrator to demonstrate each characters' sense of uncertainty within this moment and which develops the incongruity that exist between the idea of the situation and its reality. The details that Carraway use to portray Gatsby in particular establish Gatsby as a classical tragic figure willfully blinded by the reality of the situation staring him in the face. For example, Carraway states that Gatsby "had thrown himself into [the situation] with a creative passion...decking it out with every bright feather that drifted his way" (101) despite the fact that it was clear from the expression that Gatsby wears on his face expresses that a "doubt had occurred to him as to the quality of his present happiness" (101). Carraway then concludes his observation by remarking that "[n]o amount of fire or freshness can challenge what a man will store up in his ghostly heart" (101). Gatsby's arrogance in the face of reality is clear here, making him a typical tragic character. That Carraway observes Gatsby hiding himself away from the truth within his own "ghostly heart" is interesting, especially in light of the fact that Carraway states this line in such a generalized way (*i.e.* "a man"), which can be read as Carraway's implicit realization that he too has hidden himself from the truth up to this point in the novel.

That this passage is a moment in which Carraway experiences a fleeting epiphany about himself is clear if one considers that Carraway's overall character arc is one of an archetypical protagonist who comes to some internal realization about him/herself. It is even clearer in a close analysis of this key passage. First, Carraway tells the reader that the events taking place in this passage were occurring at an "hour of profound human change and excitement was generating on the air" (101). Then, Carraway's statement that "[t]hey have forgotten me" (101) implies that he will not going into the realm of fantasy along with Daisy and Gatsby. The image of Daisy "hold[ing] out her hand" (101-102) suggest an invitation that Carraway declines. Instead, he turns away from the romanticized notions of the scene, choosing instead to step out into the rain (102), which symbolizes a baptism of sorts in that it is Carraway who sees the truth for what it is in this moment.