Essay 2: Critique
ENGL 1102 (Josh Sewell)

Length: 3 pages minimum (1000-1200 words), excluding the required Works Cited.

Due Date: Thursday, March 14 (submit an electronic copy to the appropriate CourseDen folder before coming to class; bring stapled hard copy with you to class).

Late Penalty: Essays are penalized one letter grade each day they are late. Work that is more than three days late will not be accepted.

PURPOSE:
In the critique paper, you must critique, evaluate, and otherwise assess what you have read, and you must refer to established criteria and standards such as rhetorical appeals (i.e., ethos, pathos, and logos), argumentation principles (e.g., logical fallacies, claims, evidence, and analysis), and writing conventions (e.g., organization and style), among other things, to do so. Remember: the critique paper is not about a personal response. The critique paper asks you to refer to the above criteria and standards to make a value judgment in which you deem a source text effective or ineffective, persuasive or unpersuasive, and so forth.

Specifically, this assignment asks you to...

- demonstrate aptitude at summarizing the words, ideas, and rhetorical and compositional choices of another author in a clear, concise, and accurate manner.
- demonstrate aptitude at critiquing, or otherwise making an argumentative assessment about, the words, ideas, and rhetorical and compositional choices of another author with reference to and explanation of specific textual evidence.
- demonstrate an understanding of grammatical and stylistic conventions in writing through use of standard grammar, varied syntax, context-appropriate tone, and otherwise readable prose.
- demonstrate an understanding of the organizational conventions that characterize academic writing through the inclusion of identifiable introduction and conclusion paragraphs, as well as content paragraphs containing clear claims, evidence, and explanation/analysis.
- demonstrate an awareness of manuscript, citation, and documentation conventions in academic and professional writing through accurate adherence to MLA style guidelines.

DESCRIPTION:
For this essay, choose ONE argument from the many Sybil Rosen posits in Living in the Woods in a Tree: Remembering Blaze Foley. Then, critique the text from that argumentative perspective by...

- articulating clear, arguable, and – most important – identifiable claims in which you evaluate the text.
- providing evidence, specific examples of specific criteria, to support such claims.
- composing analysis in which you explain how you perceive the provided evidence supporting the articulated claims.

PROCEDURE:
1. Introductory Paragraph
Your introduction should...

- introduce the text being critiqued, including both its title and its author.
- summarize both what the text says and how the text says it in a clear, concise, and accurate manner.
- conclude with an argumentative thesis statement that articulates a critique/assessment of the text with reference to specific rhetorical, compositional, argumentative, stylistic, organizational, etc. choices. (In other words, a thesis that accomplishes the requirements listed above under “PURPOSE.”)
2. Supporting Argument/Body of Essay
Each body paragraph should include the three components of the 3 Ied Monster model…
- a clear topic sentence that can be debated (Identify)
- specific supporting examples from the text (Illustrate)
- a brief explanation after each example stating how and why it proves your topic sentence (Interpret)

Each topic sentence should make an argumentative claim that further specifies the assessment of the source text articulated in the thesis statement, and as such should evaluate a particular rhetorical, compositional, organizational, stylistic, logical, etc. choice made in that text. Evidence, meanwhile, will take the form of quotations or of paraphrases, from the source text, that support and/or illustrate the claim made in the topic sentence. The analysis will explain how each piece of evidence supports, illustrates, and otherwise “proves” the argued evaluation.

3. Conclusion
Re-emphasize and expand upon your own argument. Reflect on why it is important or compelling that the author presented her argument in the manner you previously discussed. In other words, present the reader with the “takeaway” of your essay.

RESOURCES:
1. Overall Help: In addition to office hours, I strongly urge you to take advantage of the University Writing Center. I cannot emphasize how important it is to make appointments there.

2. Help During the Writing Process: Remember the handouts on CourseDen and the backup website. Just because we don’t talk about them every day doesn’t mean they’re not still important. Use them as tools to brainstorm a basic structure for your argument, but feel free to adapt (please adapt!) as needed in order to maintain logic, clarity, and correct grammar in your writing.

3. MLA Help: Be sure to use the Purdue OWL website in formatting both you in-text citations and works cited page. Remember you must cite every reference to your source, including any material summarized or paraphrased. Accidental plagiarism is still plagiarism!

No outside research, please. Your essay should be an original response to your selected text.

Grading rubric available on CourseDen and the backup website.