***Cat 2 Assignment – Notes for Teaching***

* ***I have attached examples of the reading log and drafting I created for my classes to help them with this sort of project. They are after the assignment sheet.***
* ***In preparation, have students locate and read 3 or 4 scholarly literature reviews in their field. (Would work best if they were all reviewed the same work. If so, then maybe 3 reviews and the source text.) Finding the reviews might be a good assignment to begin in class and finish later so you can help students find the reviews.***
* ***Gather students in groups (prearranged by discipline and/ or specialty) and discuss:***
  + ***elements the reviews share***
  + ***the style of writing***
  + ***things all reviews agreed were good in the writing***
  + ***things all reviews agreed were done poorly in the writing***
  + ***things the reviews disagreed about in the writing***
* ***Report back to the rest of the class what they have discovered the reviewers agree is important in this type of writing.***

***Possible Schedule (TTH):***

***Day 1: Reviews discussion above, introduce assignment***

***Day 2: Help students locate an article, show them how to create an effective reading log.***

***Day 3: Students bring completed reading log (emphasize it is on-going and can add to it). Either share in groups or just walk around and check for completion while students freewrite about using the reading log. Discuss thesis statements (or whatever they use in the discipline for the section).***

***Day 4: Students bring working introduction (summary and thesis). Work in groups for peer revision. Meet with instructor if needed.***

***Day 5: Students bring in working outline. Outline should include body points and possible support from the text. Work in groups for peer revision. Meet with instructor if needed.***

***Day 6: Students bring in rough draft. Work in groups for peer revision. Meet with instructor if needed.***

***Sunday following Day 6: Polished draft of assignment due on Bb by midnight.***

**Rhetorical Analysis and Evaluation Assignment**

While you did some rhetorical analysis with the last assignment by looking at the sorts of practices common in your discipline, this assignment will take that further as you will not only identify what the author did, but also explain the choices the author made and evaluate the efficacy of those choices.  You will use reasoned support for the explanation and judgment in the form of quotes and summaries from the text you are analyzing and reviewing.

For this assignment, you must write a rhetorical analysis with evaluation of a text that is in some way relevant to your intended field of study. For example, you may wish to analyze a Research Study that pertains to your field of study, or you may choose to analyze a Journal Article that has been published in your intended field of study, you could analyze a website, etc.

Your critique should

* be properly documented, using the documentation style common to your discipline
* have a Reference List
* have a title more interesting than “Critique of Long”
* be no less than 3 pages, not including the Works Cited
* be error-free
* be clear and concise, keeping your purpose and the needs of your audience in mind

Some outcomes from this assignment:

* You will use summarizing skills practiced in the last assignment.
* You will take the first steps toward entering the academic conversation.
* You will develop your reading and critical thinking skills by analyzing the rhetorical choices made by the author.
* You will practice identifying purpose and audience of the work you choose in order to evaluate the efficacy of the rhetorical choices.
* You will practice recognizing accepted practices of a particular discourse community.
* You will practice writing a thesis-driven essay.
* You will practice supporting your thesis with well-constructed paragraphs and evidence from the text you are analyzing and evaluating.
* You will practice incorporating support from sources smoothly and anchoring them in your writing.
* You will practice citing support from your source and creating a list of references in accordance with the style of your discipline.
* You will practice improving clarity through sentence structure, organization, grammar and formal style.
* You will analyze your audience to persuade them effectively about your opinion of the work.

 It is particularly important your critique contain the following components:

* An introduction that identifies the passage under analysis, the author and the purpose of the passage they wrote.
* An accurate - but succinct – summary. (1 or 2 sentences) Remember, you will use details to support your critique, so you do not need many here.
* You should have a thesis statement that indicates your assessment of the work’s effectiveness. (Is it well written or not?) A thesis statement is a statement of your opinion, and ought to be *arguable*. Do not simply restate the author's original thesis (remember the elements of the rhetorical situation; *your* purpose is different than the original author's). In addition to stating your stance, your thesis should provide the reader with a clear direction of where you're heading.
* The body of your essay should be devoted to making points to prove your thesis statement. Make the points in the topic sentences.   This will entail techniques of direct quotation, paraphrasing, and your own assessment. **Do not** simply summarize what the author has already stated (this is your essay). This can be tricky because you are using what the author does as support for your thesis statement, which is your opinion.  To do this, combine an explanation of rhetorical choices made by the author and an evaluation of those rhetorical choices.  You will look carefully at how the author tried to achieve his or her purpose. Why did they make the choices they did?  What did they hope they would accomplish by using each element or aspect?  Did they make good choices? Did they achieve their intended effect? **Hint**: you should limit yourself to one particular element/aspect per paragraph.
* Examples from the text of each one of the points you have chosen to discuss in the body. For example, if you decide the use of examples was effective, select a portion writing from the original text as your proof. BE CAREFUL. Do not quote too much. If you have too many quotes, the essay is no longer yours. You can use summary and paraphrase as well. Cite all summaries, paraphrases and quotes.
* Elaborate in each body paragraph to explain how your examples prove the topic sentence/ thesis. For example, you have said the use of examples was very effective and found good samples for support. Now, explain how the author uses those particular samples and why it worked well in accomplishing his or her purpose. (If the thesis says it is a well-written essay)
* A conclusion.
* A Work Cited page.

Remember a critique does not have to be wholly negative or wholly positive; it is possible for your thesis to say it is a worthy read, while finding parts unsavory.

**Things to remember:**

* Avoid referring to taste alone. You must be able to give reasonable criteria.
* Likewise, avoid basing judgment on your personal values or beliefs.  Rhetorical analysis is about the writing.  You are looking at the process the author used to convince you of his or her purpose.  The essay you are writing is not about whether or not you ultimately "like" or "dislike" what the author has stated. It is about whether the author was successful in *persuading* you to his/her purpose for even a second.  Did they get you to think a little?
* Avoid stating facts like, “It is good because it is popular,” or “This was a good use of comedy because it was funny.” Tell us how the humor was effective in achieving the purpose.  How does it “speak” to the audience?
* Avoid only summarizing the entire text as a replacement for the critique.
* Avoid discussing the original text chronologically.  If you move through the text from beginning to end, it is too much like a summary.  Instead, focus on the elements /methods of writing.  Use examples from throughout the original text.
* Avoid second-person (do not preach).
* Avoid first-person (be strong).
* There is no “correct answer.”  This is your interaction with the text you have chosen.  Ultimately, the points or claims come from you, you select the examples, you explain it as you see it, and you evaluate it.

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| Quote | Summary | Response |
| * “The school building is dilapidated, faculty morale is dangerously low, and the behavior of the football players is discouraging . . . half of the team quits after the second practice because they don’t want to take orders or work hard” (81) * “If there is anything more emblematic of America on television, it is certainly the country’s best-kept secret”(81) | * He points out the poor facilities of the fictional school to which the coach is assigned. * He thinks this show is symbolic of all that America is. | * This is pretty detailed. It is convincing. I have never even seen the show, but I can picture it as the same as the place I went to high school. Effective Writing * Even going as far as pointing out it message of “hope” in our dismal reality. Looking at “community,” and “faith.” From what I can see, there has never been less “community” or “faith” in America. These things represented in Dillan are ideal, but not “emblematic” of America now. They may be symbolic of the American Dream as it once was. If anything, FNL is a great piece of nostalgia or, perhaps, a great plea to return to a better model of working. |

**Reading Log for “Friday Night Lights: Rural Mojo on TV”: One way to use a Reading Log**

**Draft 1 of Rhetorical Analysis and Evaluation Essay for “Friday Night Lights: Rural Mojo on TV”**

**Outline**

Introduction:

In his essay, “Friday Night Lights: Rural Mojo on TV,” David Masciotra argues *Friday Night Lights* is one of the few shows on television to represent rural American culture, situations and values accurately. By using events from the series as examples, he says the show reaches audiences because it depicts lives similar to their own. The fictional town Dillon, Texas, is a small community and people with real problems. Americans can care about the characters in the show because they are going through struggles the audience may have gone through also. Everything does not always turn out for the best in the end. Some of the people make poor choices. They live in communities; work for their families and religious faith guides their lives. According to the author, this show is more real than other shows on television, because of not only the characters and setting, but also because American culture (and other television shows) focus and value more urban people and situations. Masciotra concludes Dillon is the United States as it is weakening economically, but through its struggles, the show gives American hopes that community and faith can help them through. (Shorter????)

Thesis: Overall, the essay is a good read, however, Masciotra’s assertions can be too sweeping at times and he relies too heavily on his reader’s emotions.

Body Paragraph 1: Excellent use of Description

Body Paragraph 2: Convincing examples of characters and situations

Body Paragraph 3: Not totally convincing because does not represent America now.

Body Paragraph 4: Plays on what people want to believe and wish would happen, therefore, relies too heavily on emotion. Therefore, makes Dillan seem too sappy.

Conclusion: Read it. Makes people curious to watch the show, but, probably get bored by the sappiness.

**Draft 2 of Rhetorical Analysis and Evaluation Essay for “Friday Night Lights: Rural Mojo on TV”**

**Working on a couple body paragraphs**

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| Body Paragraph 1 |
| Body paragraphs usually begin with a topic sentence:  Masciotra effectively uses detailed examples to prove his point.  The body paragraph will use support on the form of summaries and quotes (there is only one below, but you could have more):  When he discusses how realistic Friday Night Lights is, for instance, he shows the town as it is depicted in season 4. He points out the poor facilities of the fictional school to which the coach is assigned. He writes, “The school building is dilapidated, faculty morale is dangerously low, and the behavior of the football players is discouraging . . . half of the team quits after the second practice because they don’t want to take orders or work hard” (Masciotra 81). He points out the coach and team must even forfeit their first game.  The body paragraph will then elaborate and explain how the support proves the topic sentence and relates to the thesis (if you have more examples, you may need more elaboration):  Without even watching Friday Night Lights, the reader is given enough information to see this town, school and coach. Masciotra allows his reader to judge how realistic the show is by giving them enough information in his examples. He is effectively arguing this show is American.  Put it all together (although, you could write a better paragraph given more time than I have to revise):  Masciotra effectively uses detailed examples to prove his point. When he discusses how realistic Friday Night Lights is, for instance, he shows the town as it is depicted in season 4. He points out the poor facilities of the fictional school to which the coach is assigned. He writes, “The school building is dilapidated, faculty morale is dangerously low, and the behavior of the football players is discouraging . . . half of the team quits after the second practice because they don’t want to take orders or work hard” (Masciotra 81). He points out the coach and team must even forfeit their first game. Without even watching Friday Night Lights, the reader is given enough information to see this town, school and coach. Masciotra allows his reader to judge how realistic the show is by giving them enough information in his examples. He is effectively arguing this show is American. |
| Body Paragraph 2 |
| Body paragraphs usually begin with a topic sentence:  Although the details and discussions are entertaining and captivating, David Masciotra become unconvincing when he makes a broad generalization about Friday Night Lights.  The body paragraph will use support on the form of summaries and quotes (there is only one below, but you could have more):  He claims, “If there is anything more emblematic of America on television, it is certainly the country’s best-kept secret” (Masciotra 81). He even goes as far as pointing out it message of “hope,” “community,” and “faith” Americans can look for in Dillan as the United States “empire is wobbling.” (81)  The body paragraph will then elaborate and explain how the support proves the topic sentence and relates to the thesis (if you have more examples, you may need more elaboration):  Dillan sounds like an American Dream from many years ago. Currently, people want to get as much as they can, with as little effort as possible. Most Americans live in cities or suburbs, they do not know their neighbors and the only faith they display is what they have in themselves or their iPhone. It would be more appropriate to say Dillan is a place America should aspire to return to. The show should be watched to remind us what can happen when we value people over electronics. While Masciotra may wish America were Dillan, it just is not.  Put it all together (again, this could be better):  Although the details and discussions are entertaining and captivating, David Masciotra become unconvincing when he makes a broad generalization about Friday Night Lights. He claims, “If there is anything more emblematic of America on television, it is certainly the country’s best-kept secret” (Masciotra 81). He even goes as far as pointing out it message of “hope,” “community,” and “faith” Americans can look for in Dillan as the United States “empire is wobbling.” (81) Dillan sounds like an American Dream from many years ago. Currently, people want to get as much as they can, with as little effort as possible. Most Americans live in cities or suburbs, they do not know their neighbors and the only faith they display is what they have in themselves or their iPhone. It would be more appropriate to say Dillan is a place America should aspire to return to. The show should be watched to remind us what can happen when we value people over electronics. While Masciotra may wish America were Dillan, it just is not. |