

Assignment Sheet for Analysis Essay

Academic essays explain, illustrate, or analyze an idea through examples. Particularly, good examples are used to clarify and understand the author's message while helping build a connection with readers. In composing analysis essays for academic contexts, a writer either focuses on one or uses several examples in their communication. You should use examples from the assigned readings to make our points.

Purpose: The writer of academic essay uses examples to communicate a point to the reader/instructor. The goal is to help the reader understand your thinking so that they can help you grow as an academic. To this end, your essay should have a **clear thesis**, implicit or explicit, **depending on the prompt**. For this assignment you will must **follows the format and prompt** assigned by your instructor.

Format: This will be a **5-paragraph essay**. It must **contains a thesis statement at the end of the first paragraph** and follow the MLA guidelines. This means that your essay should make **use of topic sentences and connectors/conjunctions/transitions** for your body paragraphs. Such formatting is the foundation of effective communication in writing in the classroom.

Audience: This essay will target a **scholarly audience**. Therefore, your language and style should meet the intellectual needs of individuals who read on a collegiate level and pique their interests.

Stance/role: What attitude and information (about yourself as a student) will you convey through the essay? Think about what you want to communicate to the reader (i.e., the professor) and convey your stance throughout your essay. **Careful wording and sentences will communicate your stance as a serious student**, someone who pays attention to details. Sloppy writing will communicate that you are a sloppy student or person.

Use of evidence and reasoned arguments will also communicate your effort on the assignment similarly. Therefore you need to develop your writing using evidence from the text and lay out your analysis in a reasoned manner.

Instructions: 1. Outline and Draft an essay on one of the prompts below.
2. Peer review the essay with your classmates (or take it to the SVWC for tutoring help or use the Smarthinking resource on Blackboard)
3. Revise the draft to address their feedback.

Directions:

1. **Brainstorm and outline:** Before choosing your topic you should consider what you want to write about. Once you have chosen your topic, you should decide where you stand on the issue.
2. **Writing:** Present your points in a way that convinces the reader that your analysis is valid. Remember, this essay should have a specific, detailed, thesis statement. It should use topic sentences to anchor each paragraph and evidenced-based exposition to layout the point, and communicate your thinking to your reader/instructor.
3. **Reviewing and editing:** You will draft an essay for peer review. To proceed with this process, you must initially do a review in class using the peer review sheets provided and through the Smith Vidal Literacy and Language Center.
4. **Finishing up and reflecting on the process:** You will, finally, edit your essay based on the feedback and reflect on your writing process (refer to the "**An Essay In Three Drafts**".)

Prompts: Pick one of the following questions.

1. **Using a three-part thesis statement and using the text to back your claims, discuss the specific similarities or specific differences between Zadie Smith and Brent Staples's critique of the movie, "Get Out."**

2. Using a three-part thesis and using the text from Carvell Wallace's reading, why is Black Panther a defining moment for African-Americans. You can also use the film and other critiques of the movie as examples to support your arguments.
3. Using the movie, "Get Out", write an essay (using a three-part thesis statement) that demonstrates accuracy or the inaccuracy of the critiques by Brent Staples and Zadie Smith.

(Use MLA in-text citations to document your sources and you will have a works-cited section.)

Due dates:

Outline : (Thesis statement, three topic sentences for your support paragraphs, and the examples you intend to use in your paper) Nov. 3.

Rough Draft Review and Peer Review— November 5th, Nov. 10 and Nov. 12. N
Final Draft, Nov. 16 on Blackboard (Please put your final draft in the dropbox—Assignment 2)

Sample outline:

- I. Thesis statement
- II. First topic sentence
 - a. Example 1
 - b. Example 2
- III. Topic sentence 2
 - a. Example 1
 - b. Example 2
- IV. Topic Sentence 3
 - a. Example 1
 - b. Example 2

Grade Rubric	Thesis	Organization	Content	Logic & Reasoning	Expression & Mechanics
20-17 points	There is a well-focused Thesis Statement that introduces the essay and clearly addresses all elements of the writing prompt	The essay's organization and articulation of thesis is superior. Paragraphs are coherent and unified. Paragraphs use topic sentences, effective details and examples or supportive ideas. Paragraphs also contains effective transitions that control the flow of the essay.	The essay's content is superior in its treatment of the prompt and critical thinking. It communicates its points clearly and coherently, and dispels simplistic understanding.	The essay is sophisticated; it promotes critical thinking, displays sound logic and reasoning, and dispels rudimentary or simplistic understanding.	Sentence structure and word choice are clear and appropriate for the intended audience. The essay demonstrates mastery in grammar and mechanics. The essay does not contain mechanical errors.
16-15 points	The essay has a thesis that adequately addressing the writing prompt.	The essay is well organized and connects to the thesis. The paragraphs display coherence. Paragraphs use topic sentences, effective details and examples or supportive ideas. Paragraphs also uses transitions to control the flow of the essay.	The essay's content is appropriate in its treatment of the prompt and critical thinking. It communicates its points coherently, and avoids simplistic understanding.	The essay mostly promotes critical thinking; ideas logic and reasoning appropriately. Examples support the claims and the topic shows evidence of some research.	Sentence structure and word choice are clear and address an appropriate audience. The essay demonstrates control over grammar and mechanics. The essay does not contain major mechanical errors.
14-13 points	The essay somewhat does have a thesis statement that only partially addresses the prompt.	The essay is competently organized. The paragraphs are somewhat coherent or unified. Paragraphs use topic sentences, effective details and examples or supportive ideas competently. Paragraphs also tries to use transitions.	The essay's content is competent in its treatment of the prompt and critical thinking. Its communicates needs to be better, and it does not avoid simplistic understanding.	The essay mostly promotes critical thinking; ideas logic and reasoning competently. Examples support the claims and the topic shows evidence of some research, though these could all be done better.	Sentence structure and word choice are somewhat clear and addresses an audience competently. The essay demonstrates some control over grammar and mechanics. The essay also contains few mechanical errors.
12-11 points	The essay contains a thesis that does not adequately address the prompt.	The essay is disorganized. The paragraphs are incoherent and lack unity. Paragraphs do not use topic sentences, details, and examples or supporting ideas adequately. There is no use of transitions.	The essay's content is inadequate and does not address the topic. Its communication and reasoning is incoherent.	The ideas are illogical or are not adequately developed. The essay displays rudimentary or simplistic ideas. Examples do not support the claims or need more specific development.	Sentence structure and diction are not clear and do not fully address an intended audience. The essay displays a lack of control over grammar and mechanics and contains numerous mechanical errors.
10 – 0 points	The essay does not contain a thesis addressing the prompt.	The essay is extremely disorganized. The essay contains incoherent paragraphs and lacks any satisfactory use of details, transitions, or examples.	The essay's content is off topic and does not address the prompt satisfactorily.	The ideas are illogical and undeveloped. The essay does not display analytical or critical thinking skills.	Sentence structure diction, word choice, and tone consistently detract from the readability of the essay. The essay displays little control over mechanics.