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Unit 2: Essay

Due Sunday by 11:59pm **Points** 50 **Submitting** a file upload **File Types** doc, docx, and pdf

Summary & Close Reading of Paulo Freire's "The Banking Concept of Education"

A very common type of writing you will produce in your academic career involves carefully reading and developing a summary of a given text. The ability to engage in close reading to identify salient arguments and represent them fairly is foundational to entering academic conversations as a competent and articulate participant. Summaries also serve an important role in helping other readers make sense of a difficult text. You might think of summary as the job of a tour guide: you are offering your readers a brief glimpse into another world.

As you learned from Greene and Lidinsky's chapter, writing a summary involves a great deal of critical thinking and evaluation on the part of the writer. You must identify the author's thesis (what Greene and Lidinsky call "the gist"), uncover how the key claims of that thesis are supported and developed, evaluate the conversational contexts of the author's work, and, at all points, consider how your perspective affects your interpretation of the text.

For Essay #1, please write a summary of an excerpt from educational philosopher Paulo Freire's famous work *Pedagogy of the Oppressed* after working with peers in class discussion to understand this difficult text. Your audience will be educated peers who have read Freire's essay but who need your assistance understanding its "gist" and supporting arguments.

Your summary essay should include those elements Greene and Lidinsky recommend:

- the context of Freire's argument
- a clear statement of what you feel to be "the gist" of Freire's argument
- a description of the key claims of the text
- relevant examples (direct quotations or paraphrases) taken from the text to support your interpretation

As no summary is neutral, you will want to weave an evaluative thread throughout your summary that suggests to the reader your judgment of the value of Freire's argument to your understanding of multiculturalism, education, freedom, and/or social class.

Guidelines for Essay #1 Length/Due Date: approximately 600 words, due Sunday midnight Central Standard Time (CST).

Style/Format: This, as all essays in EN106, should be formatted in a standard scholarly format. (Most students follow MLA or APA guidelines, which are outlined in *Easy Writer*.) No matter what format you follow, be sure to do the following:

- Use 12 point, Times New Roman font, double-spaced.
- Use 1-inch margins top, bottom, and sides.
- Although no cover page is needed, you should include your name, my name, the course number/title, and date at the upper left-hand corner of the manuscript.

References: Essay #1 should include at least three references to the assigned reading. Such references will use quotation or paraphrasing, and they will include in-text citations that follow the particular style you have chosen.

File format: Please submit your essay as a .doc, .docx, or .pdf file. These formats are available in most word processors, including Google Docs and Open Office, and will ensure that your instructor is able to comment on your work.

Works Cited/References: Because you will be referring to Freire's essay, please create an appropriate bibliography, with one entry for Freire's essay.

Titles: Include a descriptive title at the beginning of your essay that tips your readers off to your central interpretation of Freire's work. Do not format your title with quotation marks, boldface, underlining or italics. Quotation marks or underlining are only appropriate if the title borrows words from another source.

Deadline: Submit your final draft essay no later than *Midnight CST on Sunday* at the end of this unit.

Use of essays for future courses: Please understand that your essay may be used— anonymously—as a sample for future EN106 students and instructors *unless* you expressly request that it not be used. Your work, of course, will only be used for educational purposes.

Assessment: See the **Grading and Assessment** content item under **Course Home** to see the criteria and rubric I will use to grade your essay.

A Word about Plagiarism: Freire's work is oft-anthologized and assigned in first-year writing courses; because of this, you can find countless Internet sites, free and proprietary summaries, and term papers that respond to assignments similar to this one. Please be advised that any undocumented use of another writer's words or ideas constitutes plagiarism and will result in failure of the assignment. Multiple instances of plagiarism may result in automatic failure of the course.

EN 106 Online Rubric (Essay #1)

Criteria	Ratings					Pts
Focus view longer description	Exceeds Standard: The essay is clearly focused around a creative and insightful central thesis/message. The writer lays out clear reasons/points that contribute to the overall central thesis/message. Everything in the essay contributes to the development of the message. 15.0 pts	Above Standard: The essay is clearly focused around a creative and insightful central thesis/message. There are several interesting points that support it. One place may wander a bit or need more development, but otherwise the focus is clear and interesting. 13.0 pts	At Standard: The essay is focused around a central thesis/message. Parts of the essay might stray from this focus, but the overall message is there. The focus of the essay might be simplistic or obvious—it might be hard for the reader to feel engaged. 11.0 pts	Below Standard: There is no clear central thesis/message, or the focus is split across a variety of topics in a way that works against a specific focus. The overall point might be unclear, confusing, or the writer might indicate a focus, but little in the essay supports this focus. 9.0 pts	No evidence / no assignment submitted 0.0 pts	15.0 pts
Development view longer description	Exceeds Standard: There is a variety of support (anecdotes, quotes, description, examples, etc.). The support is vivid, concrete, and connects clearly to the message of the essay. The essay raises well-thought out questions, or pursues a line of reasoning in an unexpected or unusual direction. The language and examples are clear and interesting. There are connections to other texts or examples that make the writer's argument more vivid and clear. 15.0 pts	Above Standard: There is a variety of vivid support that illustrates and explains the points the writer makes. The evidence could be expanded in one or two places. The essay raises interesting and creative questions about a text or topic, and/or makes interesting connections with material. There are places where an idea is undeveloped or remains obvious, but the writer is clearly working toward moving beyond the obvious. 13.0 pts	At Standard: There are supporting details for many of the claims, but some parts of the essay may be overly general and vague. Some evidence might be unnecessary or distracting (doesn't support thesis). The essay moves slightly beyond summary or pointing out the obvious, but the essay might still have a vague or generic voice. The essay may lack figurative language or details that would enhance the writer's message. 11.0 pts	Below Standard: Details that would support the claims the writer is making are vague or missing. In key places, the writer has not effectively shown what he/she means. Almost all points remain abstract or general. The essay only touches upon the surface of a reading or topic, perhaps remaining only a summary, or only pointing out the immediately obvious about a topic. The wording is vague, and there is little evidence that the writer invested significant time or thought into the essay. 9.0 pts	No evidence / no assignment submitted 0.0 pts	15.0 pts
Organization view longer description	Exceeds Standard: The introduction and conclusion creatively tie the message together. Each paragraph is focused and effectively developed around an individual point. The overall paragraph organization is effective and creative. Transitions are effective and establish complex relationships between points. 10.0 pts	Above Standard: There is an engaging and well-organized introduction, body, and conclusion. Individual paragraphs are well-organized and developed. Essay may need paragraph breaks or more effective transitions. 9.0 pts	At Standard: There is a clear introduction, body, and conclusion. Several places in the essay need more effective transitions and/or paragraph breaks. Some paragraphs may need to be moved. Individual paragraph organization may be confusing in one or two places. 8.0 pts	Below Standard: No sense of introduction, body, and conclusion. There might be a clear middle, beginning and end with the content, but paragraph breaks don't make sense or are missing. Overall organization of points might be confusing or jumpy. 7.0 pts	No evidence / no assignment submitted 0.0 pts	10.0 pts
Mechanics view longer description	Exceeds Standard: The sentences are complex and effective, and the word choice is sophisticated. The writer uses sentence structure and word choice in creative ways to establish tone and meaning. There may be one or two very minor errors, but no patterns of	Above Standard: The essay is clear with complex sentence structures. There may be a minor grammar problem such as misplaced apostrophes or missing commas in certain places, but the rest demonstrates a mastery of conventional grammar. Word	At Standard: The essay is generally clear, but sentence structure may be simplistic and/or slightly repetitive. There are several grammar error patterns but nothing that seriously interferes with reading, perhaps a few comma splices and fragments. Word	Below Standard: There are several grammar patterns that seriously inhibit understanding, perhaps a pattern of fragments or run-ons throughout. Wording and sentence structure are confused to the point where they interfere with the	No evidence / no assignment submitted 0.0 pts	10.0 pts

Criteria	Ratings					Pts
	error. All words and ideas from sources external to the writer are accurately documented via standard academic documentation guidelines (i.e., MLA or APA). 10.0 pts	choice might be off in one or two places. Documentation is essentially complete and accurate. 9.0 pts	choice might be confusing in one or two places. Documentation is missing in some areas or incorrectly applied. 8.0 pts	reader's understanding. Documentation is incorrect or absent. 7.0 pts		
Total Points: 50.0						