

WRT 104 Analysis

Instructor: Dr. Jessica Corey

Length: 5-6 pages (double-spaced)

Points: 100

Due:

Purpose

Your first assignment asked you to read and communicate accurately and effectively others' ideas. Now, I want you to analyze others' ideas and come to some sort of argument about them. At this point we have analyzed non-fiction (*FWD* autobiography, "You're Wearing That" self-help book excerpt, and "Is Google Making Us Stupid" magazine feature), creative non-fiction ("Patching Holes"), and scholarly research ("When We Hurt the Ones We Love"); we have also analyzed multimodal compositions ("Cycle of Violence" brochure and *Comics with Problems*). Your ability to analyze and communicate that analysis in-depth is a skill that will be required of you across university curricula. This assignment addresses the following course objectives:

- *Writing as Situated Process*
Students will practice a range of invention, reading, revision and editing strategies with the goal of developing successful habits as writers.
- *Writing as Social Understanding*
Students will analyze, reflect on, and practice the dynamic use of language in diverse academic, social, and technological contexts.
- *Writing as Rhetorical Action*
Students will consider interactions between audience, situation and genre as part of their writing processes.
- *Writing as Reflective Learning*
Students will practice self-reflection as a means of developing the awareness necessary to adapt to changing contexts.

Audience

I am, of course, part of your audience. Think about other audiences for your analysis. If you're analyzing a comic about race, for example, with whom would you want to share that and in what context? Remember, you are writing a paper, so where would you publish that genre (a scholarly journal geared toward undergraduate work, an on-campus magazine, a website). These considerations should drive the decisions you make when composing. We'll talk more about this in class.

Assignment

You will choose a text to analyze. You may either analyze the article, "What Is It About 20-

Some things?" (<http://www.nytimes.com/2010/08/22/magazine/22Adulthood-t.html?pagewanted=all&r=0>); the comic, "Your Friend, The Policeman" (<http://www.ep.tc/problems/45/1968-03.html>) or "Captain Awareness: Assault on Campus" (<http://www.ep.tc/problems/21/>); or *The Writing Revolution* website (<http://www.thewritingrevolution.org/>)

You'll use class discussions, the questions you generated during the in-class analysis exercise with "The Writing Revolution" article, and the questions and strategies suggested to you in *RQ* (pp. 4-8, 10-12, 31-37). Identify patterns, form an argument about the implication of those patterns, and then write a paper that critically discusses those patterns as they relate to your argument. Remember to think about **content and form**. This should take 4-5 pages.

Once you've finished your analysis, write a one-page reflection on your experience completing the assignment. Was it easier or more difficult than you anticipated? Why? Did your understanding of analysis change in any way? If so, how? Did you go to the writing center to get help with the assignment? If so, what did you take away from that experience? How did you incorporate knowledge from class discussions into your analysis? What skills from your high school education did you draw on to complete the assignment?

Evaluation Criteria

- *Appropriate and complete response to the assignment
- *A clear argument supported with strong, well-organized evidence
- *Demonstration of understanding of summary and analysis (based on *RQ* readings and in-class discussion)
- *Awareness of the specified audience
- *Presentation of error-free texts (including spelling, grammar, and punctuation)