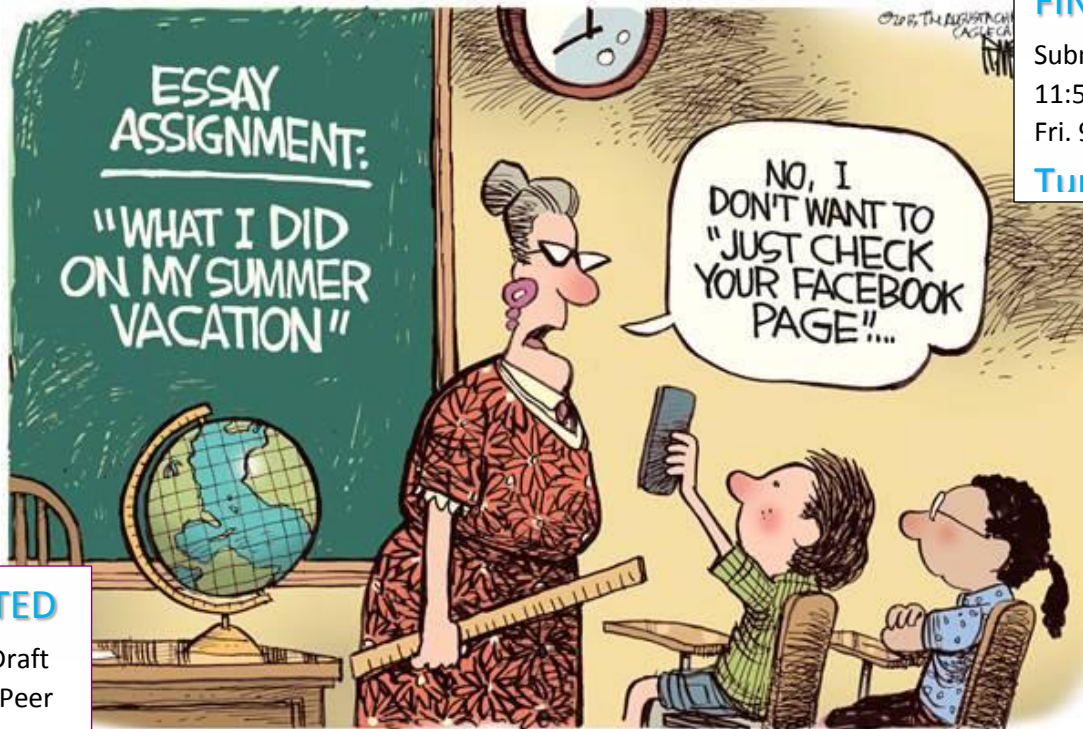


Essay 1: Summary/Strong Response

FINAL

 Submit by
 11:59 pm on
 Fri. 9/29 via

TurnItIn

PRINTED

 Rough Draft
 due for Peer
 Review on
 Tues. 9/26

The Prompt

For your first writing assignment, you'll use the strategies outlined in Chapter 6 of the *AB Guide*, "Reading Rhetorically," to write a summary/strong response essay based on ONE of the following options:

- "The Coddling of the American Mind" by Greg Lukianoff and Johnathan Haidt
<https://www.theatlantic.com/magazine/archive/2015/09/the-coddling-of-the-american-mind/399356/>
- "The Trapdoor of Trigger Warnings" by Katy Waldman
http://www.slate.com/articles/double_x/cover_story/2016/09/what_science_can_tell_us_about_trigger_warnings.html

Your essay will include (1) a summary of the text (approximately 150-250 words), and (2) a strong response in which you speak back to that reading from your own critical thinking or values. To generate ideas for response look to the question-asking strategies in the *AB Guide* in Chapter 6, pp. 84-114. Your response may take the shape of a rhetorical critique, an ideas critique, or a "blended" approach where both strategies appear in your paper. Do not write a personal reflection critique. Envision your audience to be another college student who has heard of the ideas from the text but hasn't thought about them thoroughly.

My Rationale

The essay's objective is to teach summary writing and rhetorical response. By writing, the student will gain experience in doing both. Before focusing on individual parts or aspects of a text, writers must consider the text as a whole—hence the need for summary. Summary writing is a valuable tool which will allow the reader-turned-writer to understand and communicate (in written form) the thesis or goals of the essay. Strong response provides the reader-turned-writer with the opportunity to look closely at the essay while using rhetorical language and concepts as a guide.

Basic Structure

Introductory paragraph

- Sets up the problem or topic as context for the introduction of your chosen text.
- Introduces your text with the author's name, title, context (where the article appeared), and author's central claim or main idea.
- Concludes with a tension-filled thesis that sets up clear expectations for the direction of your essay and gives your reader a sense of the points you will develop and discuss. Your thesis will express your judgment about the text in terms of rhetorical strategies, successes or problems, or possibly questions it has raised in your mind. See pp. 108 for sample thesis statements.

Summary of the article (150-250 words)

- Retains the balance of the original essay. You can generally follow the order of the original essay, keeping the proportions of the summary roughly equivalent to the proportions of the original text.
- Includes author tags to distinguish the author's viewpoints from your own. The summary does not include your opinion.
- Includes at least one direct quotation, folded into your own sentence. Use author tags and introductory phrases to incorporate direct quotes into your sentences.

Response paragraphs supporting your thesis

- Relate to your thesis and organize your response for your reader.
- Address the author's argument, main points, and/or ideas
- Relate logically to each other, easing your reader through your ideas with transitions.
- Support your judgments with reasons and concrete evidence from the text or your own experience (examples/paraphrases/direct quotations).

Conclusion

- Leaves the reader with a clear understanding of your stance toward the text. Consider also pointing your reader toward ideas beyond your own response to the text or a restatement of your thesis. Could you, for example, suggest how this text might be applied, or what its implications are, or how it contributes to the larger conversation surrounding the topic?

New page entitled Work Cited

- Gives the formal citation for your article in MLA format. You can find models for MLA citations by consulting: 1) your textbook, Ch. 24 (497-510), 2) the Purdue Online Writing Lab (OWL) <https://owl.english.purdue.edu/owl/section/2/>, or 3) the Bedford/St. Martin's Research & Documentation Guide <http://bcs.bedfordstmartins.com/resdoc5e/>.

Sections That Can Help You Prepare Students for This Assignment: This paper arises from the Chapter 6, "Reading Rhetorically: The Writer as Strong Reader." Please read the chapter closely and refer to it as needed. Other sections from *Allyn & Bacon* that may help:

- Thesis writing from Ch. 2 (pg. 15+)
- Supporting your thesis with organized points from Ch. 2 (pp.31-33)
- Stylistic factors from Ch. 4 (pp. 61-63)
- In-text citation (basics) from Ch. 24

ENGL 1303 Essay #1 “Summary and Strong Response” Rubric

	Excellent A [30-27 pts; 15-13 pts]	Proficient B [26-24 pts; 12-10 pts]	Minimally Proficient C [23-21 pts; 9 pts]	Needs Improvement D [20-18 pts; 8 pts]
Rhetorical Situation & Context [15 pts]	Essay communicates the context and the rhetorical relationship between essay and student. There is attention given to the “stakes” attached to the ideas.	Essay communicates the context and the rhetorical relationship between essay and student. There is no mention of the “stakes” attached to the ideas.	Essay communicates is missing either the context of the essay or the rhetorical relationship between essay and student. There is no attention to the “stakes” attached to the ideas.	Essay shows very little, if any, attention to the rhetorical situation, context or impact of ideas.
Summary [15 pts]	Summary is concise, comprehensive and objective. The summary gives attention or space to ideas in the same proportion (or emphasis) as the original work. Authorial tags are used appropriately and at least one direct quote is used.	Summary is concise but may not be comprehensive and its objectivity may waiver. The summary gives attention or space to ideas in the same proportion (or emphasis) as the original work. Authorial tags are used appropriately and at least one direct quote is used.	Summary neglects/omits at least one of the central ideas and may include details or examples instead. Summary may omit the direct quote and/or the authorial tags. Summary may write about ideas without respect to the emphasis assigned by essay’s author(s).	Summary may err dramatically in the following ways: it may be very long and include an abundance of details or personal opinions or it may be very short and omit central ideas.
Focus and Thesis [30 pts]	The thesis of the essay is very clear and easy to identify, and is interesting.	The thesis of the paper is clear and identifiable, and hooks the reader in some way.	There is a thesis, but it may be difficult to identify. The thesis is simplistic.	There is no clear thesis or what is intended as the thesis does not assert a stance or opinion.
Organization, Coherence, and Unity [30 pts]	The essay is logically organized and readers move easily from one idea and/or paragraph to the next. Careful use of transition words, phrases, or sentences to show the relationships of ideas. Sections and paragraphs show unity by focusing on one main idea that supports the thesis. A concluding section or paragraph weaves together the strands of the essay perhaps leaving readers with a thought-provoking question or image, and provides a sense of closure without simply restating the thesis.	The essay is logically organized and readers usually move easily from one idea and/or paragraph to the next. The essay is generally coherent because of the use of transition words, phrases, or sentences to show the relationships of ideas. Sections and paragraphs are usually unified by focusing on one main idea that supports the thesis. A concluding section or paragraph weaves together the strands of the essay perhaps and provides a sense of closure and may restate the thesis.	The essay is sometimes logically organized and readers sometimes have difficulty moving from one idea and/or paragraph to the next. The essay sometimes is not coherent because of inattention to the use of transition words, phrases, or sentences to show the relationships of ideas. Sections and paragraphs show are not always unified because they do not consistently focus by on one main idea that supports the thesis. The essay has a concluding section or paragraph. It may simply restate the thesis. It may or may not provide a satisfying sense of closure.	The essay lacks an introduction and/or conclusion. There is little attention to logical organization and coherency.
Grammar / Mechanics / Style / Format [20 pts]	There are few, if any, errors in grammar, mechanics and punctuation. Works Cited page is titled appropriately and begins on a separate page.	Errors in grammar, mechanics and punctuation do not disrupt the flow or clarity of the paper. Works Cited page is either titled appropriately incorrectly or does not begin on a separate page.	Errors in grammar, mechanics and punctuation sometimes disrupt the flow or clarity of the paper. Works Cited page is titled incorrectly and does not begin on a separate page.	The essay’s grammatical or mechanical errors detract from clarity or comprehension. Works Cited page is missing, untitled or devoid of any discernable format.
Vocabulary and Concept integration [20 pts]	The essay uses rhetorical concepts and terms (logos, ethos, pathos) appropriately throughout the essay. Terms are backed up with examples from the text and related back to student’s thesis.	The essay uses only one rhetorical concepts or idea and neglects the others. The term or idea is related back to the student’s thesis.	The rhetorical concepts/terms are not connected back to the student’s thesis or the wider context (goals) of the essay.	Essay may include the terms logos, ethos, or pathos but they are used incorrectly or sporadically.
Required Source Usage [20 pts]	Source information is integrated appropriately and first appears in the introduction paragraph. Source info. is punctuated correctly. Attention to MLA style is very evident. The paper meets the minimum number of usage in the appropriate places.	Source information is integrated appropriately and is punctuated correctly. Attention to MLA style is evident. One of these errors may appear: Source isn’t used the appropriate number of times or source doesn’t appear in introduction paragraph.	Source information not always integrated appropriately; punctuation may not be correct. Attention to MLA style is somewhat evident. Sources may or may not be academically appropriate and the required number may or may not be used. Source information may not appear in the intro. paragraph.	Source information is either missing or is integrated with little attention to correct punctuation or logical relationship of ideas.