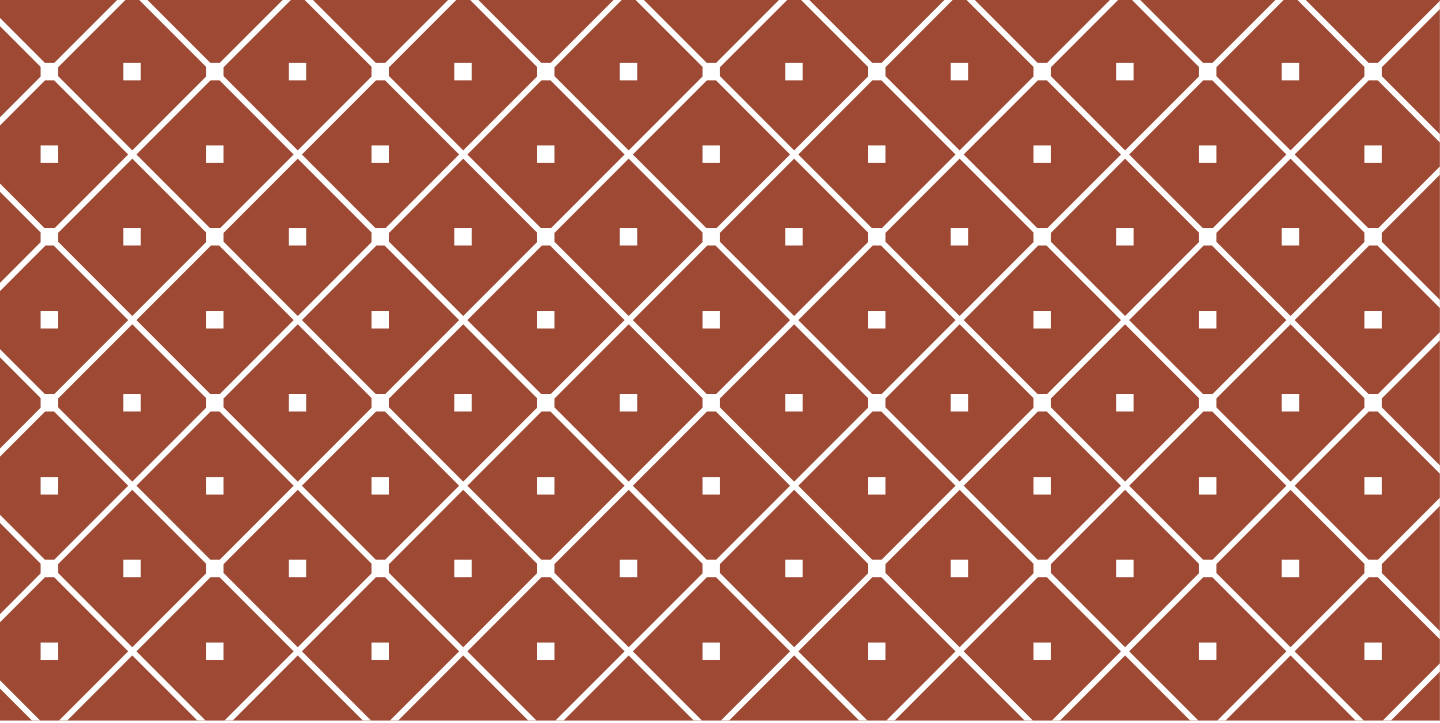


Thesis, structure and paragraphs

NOTES AND ANNOUNCEMENTS

Grammarly

Tutoring available



THE ANALYTIC ESSAY PROMPT

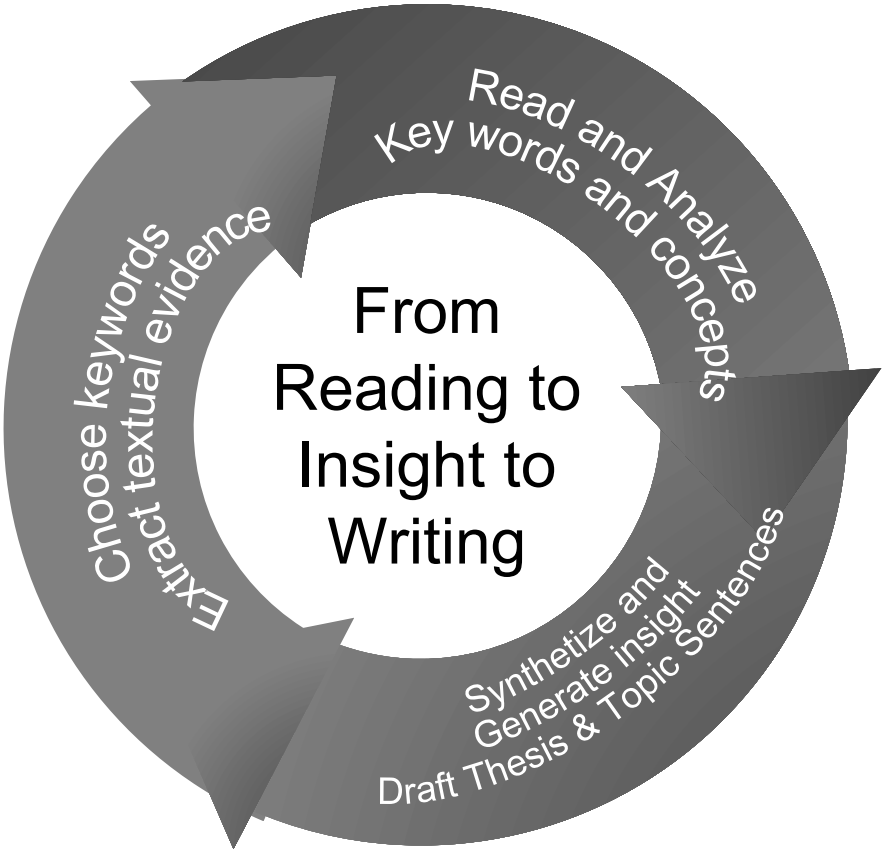
- Engages 2 or 3 essays
- Offers context and ends with a final prompt question
- Will always include “thought-provoker” questions-- ones that may help you begin an approach to the essay, but you should **not** plan to answer verbatim in the essay
- Provides logistic details as well
- Available as a .doc for you to download and annotate

- PROMPT
- Both Ho and Tolentino criticize the process by which some groups (college students in the case of Ho, most women in the case of Tolentino) strive for an ideal that's as indefinite as empty of real content. Ho describes how students are selected into Wall Street's entry ranks through a "credentialing process" that is critically bolstered by "image and performance". Students are lured into this process by the promise of a "privileged space" that they can continue to inhabit after graduation. This space, in turn, is defined through a branding process that frames what constitutes a successful career, or even, in most general terms, a "perfect life". Tolentino instead describes how an "ordinary woman" spends all her energies moving toward "the idealized image of her own self-image".
- **How can an emphasis on 'excellence' create cultures of hype and uniformity that smother individuality?**

- THOUGHT-PROVOKERS
- Below are some further questions that may be useful to consider in generating your argument. *Remember that you only need to address the above prompt in bold:*
- Consider the word “ideal” as both a noun and adjective. How is it defined, and how is it used by the authors? Does an ideal allow for a plurality of experiences or point of views?
- How would you define the “privileged space” touted by Wall Street bankers? Is it real, or is it a cultural representation? How is this cultural representation constructed?
- How could a place of learning, as Princeton or Harvard University, that should foster critical thinking, leave students susceptible to the manipulations enacted by the “cultural representation” of the “privileged space”?
- What are the hints that such space is really more akin “Darwinian fete”?
- Is optimizing our own life, as described by Tolentino, a way of creating a privileged, elite space within our private life?

HOW DO I BEGIN TO DRAFT MY ANALYTIC ESSAY?

- Close read the prompt itself
  - What key words are in the prompt? Do any repeat? Why might this be important?
  - What *exactly* is the prompt asking you to do? How do you know?
  - What thought-provoker questions interest you?
  - Where do you want to go first? Next?
- Review the close reading exercises, and small group activities assigned in class
- Use your TAE to see if any of your areas of interest carry over to the prompt
- And of course, read, and re-read, passages from the text that most interest you.
  - Allow yourself to think broadly and freely about a creative, interpretive response


From Reading to Insight to Writing
Read and Analyze Key words and concepts
Synthetize and Generate insight Draft Thesis & Topic Sentences
Extract textual evidence Choose keywords

CLASS ACTIVITY : THE IMPORTANCE OF IDEA-RICH TEXTUAL EVIDENCE

- What makes evidence useful? An effectively selected quotation does conceptual work, which means that it contains ideas that help you approach your thesis. A less effectively selected quotation restates facts provided by the essay. Generally, these factual quotations set you up for summary, since they have already been discussed in detail by the original author.

CLASS ACTIVITY : SELECTING FACTUAL TEXTUAL EVIDENCE

- Factual evidence includes things like statistics, numbers, description, anecdotes, etc., and is the type of evidence used by the original authors to make *their* original points.
- Generally, factual evidence does not contain any argument because its role is to support the arguments made elsewhere. And, because there are no claims inherent in factual evidence, citing it sets you up to summarize the author's argument rather than arrive at one of your own.

CLASS ACTIVITY : SELECTING FACTUAL TEXTUAL EVIDENCE

- Keeping this in mind, provide quotations you believe represent factual evidence from each of our three texts, then answer the questions that follow for each of your examples:

- 1. What job does this quotation perform in the original text?
- 2. Does it contain any sense of argument to which you can respond?
- 3. How does this quotation help you relate to our prompt?
- 4. If you were to cite this moment in your essay, would it help you make a point that is different from the author's? If so, how?

CLASS ACTIVITY : SELECTING IDEA-RICH TEXTUAL EVIDENCE

- This type of evidence includes ideas rather than facts. It usually contains keywords that are important to the whole essay, and it almost always relates directly to your thesis/thesis statement.
- Conceptual evidence allows you to engage with the argument of the original author. Close reading then occurs when you pick out the language of their argument and come to a logical conclusion that supports your thesis.
- Therefore, using conceptual evidence puts you in direct conversation with the larger conceptual points of the original essay.

CLASS ACTIVITY : SELECTING IDEA-RICH TEXTUAL EVIDENCE

- Keeping this in mind, provide quotations you believe are rich in conceptual evidence from each of our two texts, then answer the questions that follow for each of your examples:

- 1. What major concept or idea does this quotation raise?
- 2. How might this major concept or idea prove useful to you?
- 3. In what ways does this quotation relate to our prompt?
- 4. How does this quotation help you answer our prompt?

TOPIC SENTENCE

- Introduce the focus of the paragraph
- Will show how this paragraph supports your argument
- Likely will have key term (or terms) that have appeared in your thesis
- Write a ”shitty first draft” of this sentence; plan to return to it later

Yes, “shitty first drafts” is a technical term!

> —”All good writers write them. This is how they end up with good second drafts and terrific third drafts.”
>
> Anne Lamott

QUOTATION 1

- Introduce it and provide context of where it occurs in the source
- Example: Tolentino uses her own experience in the Barre studio to explore what she calls “the mechanisms that help you adapt to arbitrary, prolonged agony” (76).

ANALYZE QUOTATION 1

- Why have you chosen this quotation?
- Close read important words
  - For instance, in the quotation above, I might think about the word *mechanism* and how it suggests ideas of dehumanization and uniformity—and how that word choice serves Tolentino's larger argument about the "ideal woman."
- Do not summarize (unless you need to VERY BRIEFLY explain a little more about how this quotation fits into the source's larger argument)
- How is this quotation useful for your argument?

TRANSITION TO NEXT QUOTATION

- Display connective thinking:
  - Is there an idea that is similar that you will discuss (“yes and…”)
  - Does the second author agree but offer a refining idea: (“yes, but…”)
  - Are you complicating or rejecting the first concept?: (”no, because …”)

- RESIST THE TEMPTATION TO USE A SECOND QUOTATION FROM THE SAME AUTHOR— too often single-author paragraphs lead to summary

QUOTATIO N 2

- Same process as in Quotation 1: Introduce it and provide the context of where it occurs in the source

- Should be from a different reading

Note: do limit this essay (AE1) to two quotations per paragraph

ANALYZE QUOTATION 2

- Similar to the analysis of quotation 1
- Add in the element of conversation
- Elaborate on the ideas that you suggested in the transition
  - Yes, and
  - Yes, but
  - No, because

ENDING THE PARAGRAPH

What intellectual work has this paragraph done that develops your argument?

How can you show a connection to the ideas in the next paragraph?

ANALYTIC ESSAY 1

Writing Workshop
Fall 2020

THE "HOW" AND "WHAT" OF WRITING WORKSHOPS

- How: You'll complete this writing workshop using a video that will stop and ask you to make revisions on your draft.
  - Plan to spend 60 minutes in total on revisions, but break up that time as you see fit
  - I'll ask you to identify one paragraph to focus on, but that may not work for your draft. Use alternate paragraphs as best suits your revisions.
- What: Our Writing Workshop will work towards creating "shared horizons" in your writing. After a brief overview, we'll move through three specific revisions you can make to strengthen your paragraph, using sample student writing to motivate revision. At certain points, the video will stop so you can make revisions in your draft.
  - Revision goal 1: interpretive close reading
  - Revision goal 2: paragraph structures and making logical connections [bulk of workshop]
  - Revision goal 3: strengthening thesis statements [brief]

“The truths we learn from [a text] cannot be confined to the pages of that essay. As soon as we read something [else…] all sorts of new connections will begin to compete for our attention. [...] Once they have entered into our lives, we need to bring them together in a way that creates a shared horizon, a great, more inclusive coherence.”

-*The New Humanities Reader*, xxix

REVISION GOAL 1: INTERPRETIVE CLOSE READING

“Tolentino uses the phrase ‘always optimizing’ to explain that women will never be able to reach the beauty ideal and will never truly be satisfied. This means that the main goal of advertising this unreachable beauty ideal is, to enslave women is this objectifying and never satisfying cycle of beauty. Moreover, this cycle of beauty fulfills patriarchies main belief.”

My comment: What key word in the phrase you've identified signifies this "never satisfying cycle"?

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“Tolentino uses the phrase ‘always optimizing’ to explain that women will never be able to reach the beauty ideal and will never truly be satisfied. This means that the main goal of advertising this unreachable beauty ideal is, to enslave women is this objectifying and never satisfying cycle of beauty. Moreover, this cycle of beauty fulfills patriarchies main belief.”

My comment: What key word in the phrase you've identified signifies this "never satisfying cycle"?

Your goal: identify one key concept in your paragraph where you can draw clearer connections between the textual evidence and your analytic claim.

REVISION GOAL 2: PARAGRAPH STRUCTURE AND MAKING LOGICAL CONNECTIONS

Sample scaffold (modeled off the Uneven-U):

This first sentence is your topic sentence, which introduces your conceptual claim, and is related to your thesis. Provide context, and then introduce your "first moment of textual evidence." Perform your analysis (1-2 sentences). State a logical connection that transitions into your second text. Introduce your "second moment of textual evidence." Perform the analysis (1-2 sentences). Conclude by restating how your evidence has proven your claim, and draw connections to your thesis and possibly to the subsequent essay paragraph.

Uniform is the major component of how optimization is expressed. It is a concept of having a common dress of a group of people while implying their unchanging character. Tolentino holds that “[a]n entire industry has even sprung up to give optimization a uniform: athleisure, the type of clothing you wear when you are either acting on or signaling your desire to have an optimized life” (82). Tolentino points out that a phenomenon that people wear sports clothes to signal themselves to always be optimized. What athleisure implies is an attitude of willingness to make improvements, which is something that should be proud of. In this quote, Tolentino uses the word “sprung up” ... to unveil .... Likewise the Citadel believes that uniform in both behavior and appearance benefit the achievement in “Whole Men”. ...as Faludi stated that “[h]e rejoined his classmates with that distinctive knob march, "the march of the puppets," as a professor described it to me later. It was a gait caused in some cases, I was told, by the most conscientious cadets' efforts to keep their shirts perfectly straight with the help of garters-one end of the garter clipped to the shirttail, the other end to the socks.” (71). The "the march of the puppets" described the training process of being a “Whole

Topic sentence introduces a conceptual claim

Context and textual evidence

Analysis

Logical connection to transition into

Context and textual evidence

Analysis

Conclusion returns to the conceptual level, and draws connection to thesis.

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REVISION GOAL 3: STRENGTHENING THESIS STATEMENTS

"The pursuit of 'optimization,' as described by Tolentino, complicated the Citadel's mission to create 'Whole Men' because these men were put through so much trauma in hopes of transforming these men into this ideal 'Whole Man.'

- Relationship to the prompt?
- Clear key terms?
- Logical connections evident between concepts?

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AND NOW?

- Final Reflection
- Next steps
- Video Feedback