

## Writing Project Two: Summary and Strong Response

One of the best intellectual capacities one can develop in college is the ability to produce a thoughtful, well-considered response to another person's ideas. To write a successful response to another person's ideas, one must (A) slow down one's own thinking by understanding the other person's ideas thoroughly before responding; (B) consider those ideas on a number of levels; and (C) respond fairly, even if you might disagree strongly with the other person's ideas. It is in this spirit of intellectual engagement that we will practice responding to complex and sometimes controversial ideas in this assignment.

**Assignment: Write a summary and strong response essay that incorporates a 200-word summary of Andres Martin's "On Teenagers and Tattoos" (p. 110-113). In your strong response, speak back to its author from your own critical thinking, personal experience, values, and, perhaps, further reading or research.**

You should write a "blended" response in which you consider the author's rhetorical strategies, your own critique of the author's ideas, and your own reflective (personal tie) response to the text.

Think of your response as your analysis of how the text tries to influence its readers rhetorically and how your wrestling with the text has expanded and deepened your thinking about its ideas. To generate material for your strong response, use strategies for a reflective strong response, an ideas critique, and a rhetorical critique on pages 122-126 of our textbook.

As you work with ideas from the text, remember to use attributive tags, quotation marks for any quoted passages, and MLA documentation to distinguish your own points about the text from the author's ideas and language. **It is crucial not only that you respond critically to your chosen text, but also that your ideas and those of the author you have chosen to critique are portrayed distinctly in your paper.**

**Minimum length for your summary and strong response essay: three typed paged, double-spaced, in 12-point standard font, with 1-inch margins.**

### Resources:

"On Teenagers and Tattoos" on pp. 110-113

Question asking strategies can be found on the following pages:

"Writing a Rhetorical Critique," pp. 122-123

"Writing an Ideas Critique," pp. 124-125

"Writing a Reflective Strong Response," p. 126

**Tips:** Pages 120-121 provide models of summaries. It will help a great deal to make your summary look like "Summary 1" on page 120. It will also help to use some of the practices of summary writing (such as attributive tags and page numbers) throughout your summary and strong response essay. Pages 117-119 provide further models, including how to cite a source directly from our textbook.

It will not be necessary to use *all* of the questions from pages 122-126, but to do this assignment well, you'll need to use some questions from each type of strong response outlined in those pages (see the Question Asking Strategies) in the "resources" section above. Choose questions that seem most appropriate for the article to which you are responding.

If your paper looks something like the model Strong Response essay on page 127, you're doing it well.

Thesis statements: pages 138-139 of the book will help you write a good thesis statement for this paper.

**Additional requirements:** You must include a **Works Cited** page at the end of your written analysis. It

must be done in MLA style (see examples of this citation style in our textbook's Chapter Eleven). As usual, all of your drafts must be typed, double-spaced, use Times New Roman 12 point font, and be accessible in Microsoft Word (.doc or .rtf). Please use one-inch margins on all pages.

### **Writing Project Two Grading Criteria**

- **Clear and appropriate summary of the article:** Does the essay adhere to the criteria for an effective summary (p. 119)? In particular, has the student writer represented the original article accurately and fairly? Is the writing direct and concise? Has the writer remained objective and neutral in presenting the article's ideas? Does the student writer rely on his or her own words in the summary?
- **Strong Response as Rhetorical Critique:** Does the student writer examine key questions concerning audience and purpose, genre conventions, style, rhetorical appeals, and angle of vision?
- **Strong Response as Ideas Critique:** Does the writer responded to the ideas of the article in question and examine points of agreement/disagreement, points the author has overlooked, new issues raised by the article, or consequences of the text?
- **Strong Response as Reflection:** Does the student writer use personal experiences, values, or beliefs to engage in conversation with the text? Does the student writer offer personal questions, dilemmas, problems, insights, ideas or thoughts that the article has sparked?
- **Organization:** Has the writer consciously employed an effective organizational strategy that mixes or "blends" the various genres found in a Strong Response?
- **Manuscript preparation:** Has the writer polished the final draft carefully, addressing audience expectations and college-level academic writing conventions?
- **MLA citation style:** Has this draft demonstrated that the author knows how to accurately use MLA citation style, both within the body of the essay and on the Works Cited page?

### **Due dates:**

Draft: July 22.

Final: July 26.