

PROMPT: LETTER CRITIQUE

Grade: A total of 140 pts



Length: 750-900 words (approx 3-4 pages, including References)

Deadline: See Canvas "Assignment"

Submit:

1. Article Critique (70 pts, Collaborative)
2. Peer Assessment (20 pts)
3. Individual Reflection & Assessment (IRA, 50 pts, separate prompt)

TOPIC & REASON: What & why the assignment? The Article Critique assignment is a collaborative writing where you are going to work in a group of three to evaluate an assigned article about renaming. Since this is a writing class, when evaluating the article, you are going to focus on the way they express their opinion (or arguments) and their use of evidence.

You are going to critically evaluate their argument/purpose by expressing your feeling, like, and dislike (or critique) about the article in the following three areas:

- The way the writer framed the purpose and argument/claim.
- The way the use evidence, in particular, the main evidence to support their claims.
- The way they include and address naysayers

Remember, you are not evaluating their opinions but how they frame those opinions.

LEARNING OUTCOMES: What are we going to learn? After completing the project, you are going to learn how to

1. Identify and evaluate writer's purpose (in responding to an issue), use of evidence, and addressing naysayers.
2. Finding and framing evidence to support one's claim
3. Finding and integrating relevant quotes to support one's ideas.
4. writing collaboratively which includes:
 - Organizing and managing collaborative document

- Giving constructive feedback to other's writing
- expressing and integrating different point of views and resolving conflicts.

ASSIGNED ARTICLE: What article are we critiquing? Based on a lottery, you are going to evaluate one of article below.

1. Eng C (2019): [How an Ethnic Name can be a Cultural Stand](#)
2. Cheung (2016): [Students with unusual names: 'at least no one forgets us'](#)
3. Dávila-Montero (2020): [I have two last names](#)
4. Nguyen (2021): [America Ruined for Me](#)
5. Grygiel (2021): [For 21 years, I was Caroline](#)
6. Mosher, D. (2012): [Easily pronounced names may make people more likeable.](#)
7. Will, M. (2020): [Should Teachers Give Students 'Spanish Names' in Spanish Class?](#)
8. Austin, C. (2015): [International Students connect name to identity](#)
9. You (2018): [Changing names is just one cost of immigrant life in the US](#)
10. Helmbrecht, J. (2019): [A name is more than just a title](#)

ORGANIZATION: How should we organize the letter? Your Letter Critique needs to include:

1. Begin with **Dear Author** (Mention the name of the Author of the Article here)
2. **Feeling Paragraph (Peer 1)**: The purpose of this paragraph is to tell the write how do you feel after reading the article. Content requirement for the Feeling Paragraph:
 - a. *Topic sentence*: Where you will explicitly describe your feeling/emotions after reading the article. See Appendix A for a list of feeling words but make sure you check how to use it in a dictionary.
E.g. sentence starters for feeling paragraph:
 - After reading your article about, I feel
 - Reading the way you describe ... makes me feel ...
 - When you discuss....., it makes me feel ...
 - b. *Reason for feeling 1*:
 - c. *Reason for feeling 2*
3. **Like Paragraph (Peer 2)**: Before critiquing the author's, it is a good idea to say which part of the article you enjoy reading. You are going to focus on ONE thing and then, zoom in on that. Content requirement of the Like Paragraph:

- a. *Topic sentence*: Begin your paragraph with a topic sentence describe ONE thing you like about the article.
 - b. Reason for liking 1
 - c. Reason for liking 2.
4. **Critique Paragraph (Peer 3)** where you will write one thing about the writer's use of major evidence. Content requirement for the Critique paragraph:
- a. Topic sentence: Examples of a Topic Sentence for a Critique paragraph:
 While/Although/Even though I like the way you [cite the 1st like], the
 [mention a specific part of the article needs improving] needs to be
 - b. Reason for Critique 1
 - c. Reason for Critique 2
5. References with a total of 4 entries (the assigned article, three additional sources, one for each peer)

For each paragraph (200-250 words), you need to include:

1. Begin with a topic sentence and highlight it in yellow.
2. Citation from the source article—the assigned article you are critiquing.
3. Brief and relevant summary of the assigned article that directly relates to the topic sentence.
4. Citation from other sources
5. A quotation sandwich with a top bread in blue and a bottom bread in pink and the filling (the quotation) in green.

GRADE: How am I going to be graded? The grading for this Assignment can be divided into two:

1. **Article Critique assignment (70 pts)**: where everyone will receive the same grade.
2. **Peer Assessment (20 pts)**: which is different for each student and this will be explained in a separate prompt (See Syllabus > Assessment).
3. **Individual Reflection & Assessment (IRA) (50 pts)**. This is an individual assignment where you are going to reflect on your writing and propose a grade that you think your group deserve.

Below is the grading rubric for the Article Critique assignment:

Requirement (10 pts)	LOW (0-7 pts)	MID (8-9 pts)	HIGH (10 pts)
Feeling/Like/ Critique Paragraph (20 pts each)	LOW (0-12 pts) The topic sentence is unclear and/or not according to the assigned purpose of the paragraph. Supports are present but readers need to struggle to connect the support with the topic sentence. Many ideas/topic sentences are overlapping.	MID (13-17 pts) Topic sentence is present with a clear controlling idea. Supports are present but some might not explicitly related to the topic sentence and/or lack of detail & relevance. Citations are used but a few are not written according to APA format.	HIGH (18-20 pts) The topic sentence is clear with convincing controlling idea. Supports/evidence are relevant and framed convincingly. They show a critical evaluation of the assigned article. Citations are relevant & written according to APA format. Supports are unique to each paragraph and not overlapping with other paragraphs.

APPENDIX A: FEELING WORDS

Adapted from the "List of Feeling Words" on PsychPage
<http://www.psychpage.com/learning/library/assess/feelings.html>

PLEASANT FEELINGS

OPEN	HAPPY	ALIVE	GOOD	LOVE	INTERESTED	POSITIVE	STRONG
understanding	great	playful	calm	loving	concerned	eager	impulsive
confident	joyous	courageous	peaceful	considerate	affected	keen	free
reliable	lucky	energetic	at ease	affectionate	fascinated	earnest	sure
easy	fortunate	liberated	comfortable	sensitive	intrigued	intent	certain
amazed	delighted	optimistic	pleased	tender	absorbed	inspired	rebellious
free	overjoyed	impulsive	encouraged	devoted	inquisitive	determined	unique
sympathetic	gleeful	free	clever	attracted	engrossed	excited	dynamic
interested	thankful	animated	surprised	passionate	curious	enthusiastic	tenacious
satisfied	important	spirited	content	admiration	drawn toward	bold	hardy
receptive	festive	thrilled	quiet	warm		brave	secure
accepting	ecstatic	wonderful	certain	touched		daring	confident
kind	glad		relaxed	close		optimistic	challenged
	cheerful		serene	comforted			
	elated		reassured	loved			
	jubilant						

UNPLEASANT FEELINGS

ANGRY	DEPRESSED	CONFUSED	HELPLESS	INDIFFERENT	AFRAID	HURT	SAD
irritated	lousy	upset	incapable	insensitive	fearful	crushed	tearful
enraged	disappointed	doubtful	alone	dull	terrified	tormented	sorrowful
hostile	discouraged	uncertain	paralyzed	nonchalant	suspicious	deprived	pained
insulting	ashamed	indecisive	fatigued	neutral	anxious	pained	grief
annoyed	powerless	perplexed	useless	reserved	alarmed	tortured	anguish
upset	diminished	embarrassed	inferior	weary	panic	dejected	desolate
hateful	guilty	hesitant	vulnerable	bored	nervous	rejected	desperate
offensive	dissatisfied	shy	empty	preoccupied	scared	injured	pessimistic
bitter	miserable	stupefied	forced	cold	worried	offended	unhappy
aggressive	detestable	disillusioned	hesitant	disinterested	frightened	<u>afflicted</u>	lonely
resentful	repugnant	unbelieving	despair	lifeless	timid	aching	grieved
inflamed	despicable	skeptical	frustrated		shaky	victimized	mournful
provoked	disgusting	distrustful	distressed		restless	heartbroken	dismayed
incensed	abominable	misgiving	woeful		doubtful	agonized	
infuriated	terrible	lost	pathetic		threatened	appalled	
cross	in despair	unsure	tragic		cowardly	humiliated	
worked up	sulky	uneasy	in a stew		quaking	wronged	
boiling	bad	pessimistic	dominated		wary	alienated	
fuming		tense					