Assignment Sheet: Summary/Analysis Paper
500 words- 100 points

You will choose one of the following academic essays we have read in class:
"The Structural Study of Myth" by Claude Lévi-Strauss
"Cultural Studies, New Historicism and Children's Literature" by Tony Watkins

Your paper should include a summary of the article you read, in your own words. In this summary, you will identify the main idea of the paper, the organizational structure and the main supporting arguments. You will also build an argument for the author's purpose in writing the text. You may incorporate quotes, paraphrases or other evidence from the text, but they must be properly cited with parenthetical documentation.

The essay should also include your own ideas about the essay, including ideas you agreed/disagreed with, points that made you approach the topic in a new way and parts of the essay you think apply directly to our class topic. Your analysis should examine the ways in which the disparate parts of the essay work together to form a cohesive argument, whether that argument is effective and/or possible objections to that argument. If you choose to present your personal thoughts/beliefs, you must provide evidence from your personal experience to

The first 2/3 of the paper demonstrates that you understood the main idea and supporting points of the essay, while the last 1/3 explains what you thought about it. Your essay should begin with a proper MLA citation of the essay you read.

Grading Rubric: Summary/Analysis Paper: **100 points total**

40 points: Summary		Grade
40-30:	• Student correctly identifies main argument/supporting argument, interprets correctly the purpose of text • Uses quotes and paraphrases to accurately provide a sense of main idea, supporting arguments and intent of original essay • Summary is concise, clear, easy to read and original	
29-20:	• Identifies ideas present in text, but not organization or purpose • Does not use quotes/paraphrases correctly or does not incorporate evidence successfully • Summary is unclear in references, subject or organization	
19-10	• Misreading of the text, incorrect assumptions • Refers little to original essay, main ideas and support are unclear	
9-0	• Student simply copies abstract without attribution • Does not summarize or describe appropriate text	

30 points: Analysis		Grade
30-20:	• Analysis is thoughtful, engaged and insightful, makes a claim about the value of the essay or critical issues within it • Analysis includes interpretations and complex decoding of messages, goals, purpose of text • Student successfully weaves analysis into an argument	
19-10:	• Observations are clear and detailed, but with superficial analysis. • Student does not fully engage the material • Analysis is present but difficult to understand	
9-0:	• Student describes text with little interpretation or analysis • No analysis present/Displays general disinterest in topic	

30 points: MLA/Citations, Mechanics: grammar, style, proofreading		Grade
30-25	• Fewer than 3 typos or grammatical errors • Student successfully weaves source text into the essay, either quoting or paraphrasing, with appropriate citation • Work cited follows MLA citation guidelines perfectly • Displays a grasp of the academic argument, tone and style	
24-15	• Grasps academic argument, tone and style with minor errors • A few typos or grammatical errors, overall correct grammar • MLA work cited/citation present but needs revision • Style unclear in places	
14-0	• Multiple errors • Unclear/confusing sentence structures, poor use of punctuation • Suffers from a lack of editing, proofreading, refinement, difficult to read • Missing MLA work cited, incorrect citations, improper formatting	

TOTAL POINTS _____

Deductions: _____

FINAL Point Total: ___/100   FINAL Letter Grade: _____