**Prose Appreciation: Group Analysis**

**ENG 2DX**

**Your objectives:**

1. Work in a team to communicate your thinking about the successes/weaknesses of selected essays.
2. Create a team analysis that can be shared with others.
3. Combine with another team to determine your final thoughts.
4. Present what you have learned.

**Instructions:**

* Determine your team – you should be in a team of FOUR. Your team will be assigned one of the essays.
* Discuss the essay as a group. Next, determine who will play the role of recorder.
* Begin to fill in the organizer. This organizer will act as a guide for your final presentation.
* Meet with the other team working on the same essay and share notes. Decide upon your final statement and analysis.
* Using the tools available to you in the computer lab, prepare a short presentation about the essay you have studied. This presentation will be shared with the whole class.
* Allow for your classmates to add input.

**Organizer:**

|  |  |
| --- | --- |
| **ELEMENT** | **RESPONSE** |
| **Essay’s implied thesis** | What was the thesis presented by the author of the essay? |
| **Audience** | What is the audience for this essay? What evidence supports it? |
| **Intended Purpose** |  |
| **Use of rhetorical devices** | Determine four or five devices the writer uses to appeal to the audience and/or reinforce the thesis. |
| **Tone** | What tone has the writer chosen? Provide some evidence to support your belief. Is this tone suitable to the content? Explain. |

**Group Analysis…**

Now that you have determined the key elements of the essay’s structure, it’s your group’s turn to determine their beliefs about the level of success the writer has reached in achieving his/her purpose. So, please respond to the following:

|  |  |
| --- | --- |
| **Our Thesis** | Is the writer successful in achieving his/her purpose? Writing for his/her intended audience? Why?  (create a paragraph answering these questions – be sure to include evidence from your organizer) |

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| **Extend** | * What issues are addressed in the essay you read? What perspective does the writer hold? * Create two questions for discussion that are linked to your topic. For example, what perceptions do teens have about university? Are organized sports becoming too dangerous? How can individuals become inspiring in little ways?   (Create a point form series of ideas responding to these questions. Share ideas with your classmates and be prepared to lead a discussion.) |

**Prepare your Presentation:**

Here are the elements you should share. The manner by which you share them is your choice!

* Summary of the essay
* Brief analysis of the key elements: devices, thesis, tone etc. (refer to organizer)
* Your group’s written paragraph.
* A brief discussion based upon your extension questions.

**The following rubric should act as a guideline:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Expectation** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Content** | Slightly inaccurate interpretation of many of the following: implied thesis, rhetorical devices, tone, audience and purpose as based upon essay studied. Students do not meet expectations. | Somewhat accurate interpretation of all or some of the following: implied thesis rhetorical devices, tone, audience and purpose as based upon essay studied. Students meet/fall slightly below expectations. | Very accurate interpretation of implied thesis, rhetorical devices, tone, audience and purpose as based upon essay studied. Students meet expectations. | Extremely accurate interpretation of implied thesis, rhetorical devices, tone, audience and purpose as based upon essay studied. Students exceed expectations. |
| **Style** | Students have difficulty appealing to the audience. Some presentation skills are met. Planning is not evident. Written component is in need of further editing/organization. | Students incorporate a few elements that appeal to the audience. Presentation skills are satisfactory but show little practice/planning. Written component is prepared but could be more carefully organized/completed. | Students incorporate many unique elements that appeal to the audience. Presentation skills are very good and show some practice/planning. Planning is evident. Written component is very good. | Students incorporate unique elements that appeal to the audience. Presentation skills are met/exceeded and show practice/planning. A clear plan is evident. Written component is well-organized and carefully prepared. |
| **Analysis** | Students create a weak analysis and/or have little support for their ideas. Interpretation and analysis require more effort and analysis. | Students create an analysis with some foundation. Support for ideas is apparent but not extensive enough. Overall, interpretation and analysis are satisfactory. | Students create an analysis with a good foundation. Support for ideas is very good. Overall, interpretation and analysis are clear, accurate and well done. | Students create an excellent analysis with a strong foundation. Support for ideas is carefully linked. Overall, interpretation and analysis are full and well-prepared. |