ESSAY FOUR: Analysis and Argument
English 1101 • Brockland-Nease

Assignment: For this essay, you will demonstrate your ability to analyze all aspects of an issue, including what others have to say about that issue, and to organize your findings into an essay that logically and systematically addresses a hostile audience's concerns while attempting to persuade that audience to come around to your way of thinking.

Particulars: The essay is due at 10:00 a.m. on Tuesday, April 6, 2004. Ideally, papers should be turned in as class begins; if necessary, papers can be e-mailed (in the body of an e-mail message-- not in an attachment) to brocklan@aol.com. Papers must reach me or my e-mailbox no later than 10:00 a.m. on April 6th to be considered "on time."

This essay should be approximately 700 words in length but may run longer if necessary. As you begin working on the paper, your working thesis will be the thesis of Paper 4-A, which you wrote in class on March 9th. As necessary, you may modify that thesis as your final version of Essay Four develops, though you should make sure that your ultimate thesis allows you to address the concerns expressed in your "audience paper" --the paper prepared by your classmate and distributed to you for analysis on March 11, 2004.

A works cited list, in MLA bibliography form, must be included with your essay. Your essay must be prepared on a computer or word processor and should be double-spaced. You should turn in your "audience paper" and your analysis response sheet with the April 6th submission of your paper.

Essays must demonstrate (through appropriate in-text citations) that you have located and utilized at least two primary or secondary supporting sources (not including your "audience paper"). We will be discussing sources and documentation in class for the next few meetings. Your essay must also refer specifically to your "audience paper."

Analyzing Your "Audience Paper"
(Analysis Response Sheet)

You have been asked to evaluate and respond to a paper that was written by one of your classmates in support of a thesis with which you probably do not agree. In order to make the evaluation process useful to both you and your classmate opponent, please follow the procedure outlined below and perform the tasks included.

- **Read** the paper carefully and critically. You will need to read it more than one time.

- **Outline** the major points of the paper's argument, including the thesis, the topic sentence of each body paragraph, and any other concerns or issues your "opponent" raised in his or her essay.
• **Underline or list** the supporting evidence supplied by your opponent. Bear in mind that because this essay was written in class, your opponent did not have time or opportunity to research the issue, so his or her evidence will not be as thorough as yours will be; however, there should be some statements made or examples offered that were intended to support the thesis and topic sentences of your opponent's argument—in that effort, they may sometimes appear as assumptions or generalizations that you feel need additional support. While such material is not ultimately "good" support, it is valuable to you because it reveals why your audience/opponent feels the way that he or she does.

• **Develop and write** a rough profile of your audience/opponent, in which you will note what you believe to be your audience's concerns and values. Also note in the profile the ideas or "facts" that you believe your audience has either not considered yet or misunderstood but that you feel are crucial to a true understanding of this issue. Consider questions such as these:
  1. what does my audience believe about this issue?
  2. what experiences or assumptions have led him or her to this opinion?
  3. what does he or she know about this topic (that I agree with)?
  4. what does he or she mistakenly believe about this topic (that I disagree with)?
  5. what does he or she not know about this topic (that I know)?
  6. what sensitive issues or values of this audience must I be careful not to offend or dismiss as unimportant?

At this point, you should have an understanding not only of your thesis and issue but also of the audience of your essay (those who disagree with you). Now you should begin to think about the key points you must make in your new essay in order to bring your audience around to understanding and perhaps becoming open to your view. Outline and/or draft a rough version of your new essay, in which you will state your thesis, build an argument, and address the ideas that your opponent brought up in the "audience paper." You may also include additional points that support your own argument, but be sure to address the concerns that your analysis has demonstrated your audience to have.

Once you have developed a rough draft or a very thorough and detailed outline, evaluate your argument to determine what areas need additional support or evidence in order to be convincing to a hostile reader. These are the areas that your research will help you complete.