

# “A” = ANALYSIS

WRITING WORKSHOP

MINI LESSON

## NO FEEDBACK (?)

IF YOUR ANALYSIS SCORED “NOT PROFICIENT”, YOU MAY NOT HAVE GOTTEN FEEDBACK.

IF THIS IS THE CASE, IT’S LIKELY BECAUSE YOU ALSO SCORE “NOT PROFICIENT” ON THESIS AND EVIDENCE.

# WHY CAN'T YOU GIVE FEEDBACK ON MY ANALYSIS?

- IF YOUR THESIS IS NOT PROFICIENT, IT'S DIFFICULT FOR YOUR EVIDENCE TO BE PROFICIENT BECAUSE...
  - WHAT IS THE EVIDENCE SUPPORTING?
- IF YOUR THESIS AND EVIDENCE ARE NOT PROFICIENT, IT'S DIFFICULT FOR YOUR ANALYSIS TO BE PROFICIENT BECAUSE...
  - HOW CAN THE ANALYSIS CONNECT THE EVIDENCE TO THE THESIS IF THOSE ARE ALREADY RELEVANT TO EACH OTHER?

# FEEDBACK BANK

IF YOUR ANALYSIS SCORED “NOT PROFICIENT”, YOUR FEEDBACK WILL INDICATE AT LEAST ONE OF THE FOLLOWING ISSUES:

Does not  
create  
cohesion

Does not  
connect  
evidence to  
thesis

# EXEMPLAR

- ONE SET OF “TEA” THAT IS PROFICIENT:

People who take an active role in effecting their rights impact their lives because they feel it is their responsibility to personally grow and impact their society because they want to draw attention to societies imperfections and help people come to the realization that they need to come together to create change. At Evergreen University, one professor, Bret Weinstein, took a personal risk in order to communicate to society what true oppression is: “[Voluntary absence] is a forceful call to consciousness ... [A group encouraging another group to go away] is a show of force, and an act of oppression itself” (Jaschik 2). Weinstein issued this clarification in an public email forum, making him personally accountable for what later became a controversial statement. Additionally, amidst the controversy, it is clear that Weinstein’s statement creates a clear contrast between a “voluntary absence” “oppression itself” which draws direct attention to the university’s flawed interpretation of oppression and calls for solidarity behind the true meaning of the word within their community.

Thesis

Evidence

Analysis



# EXEMPLAR



Creates  
cohesion



Connects  
evidence to  
thesis

- ONE SET OF “TEA” THAT IS PROFICIENT:

People who take an active role in effecting their rights impact their lives because they feel it is their responsibility to **personally grow** and impact their society because they want to draw attention to **societies imperfections** and help people come to the realization that they need to **come together** to create change. At Evergreen University, one professor, Bret Weinstein, took a **personal risk** in order to communicate to society what true oppression is: “[Voluntary absence] is a forceful call to consciousness ... [A group encouraging another group to go away] is a show of force, and an act of oppression itself” (Jaschik 2). Weinstein issued this clarification in an public emailforum, making him **personally accountable** for what later became a controversial statement. Additionally, amidst the controversy, it is clear that Weinstein’s statement creates a clear contrast between a “voluntary absence” “oppression itself” which draws direct attention to the **university’s flawed interpretation** of oppression and **calls for solidarity** behind the true meaning of the word within their **community**.

Thesis

Evidence

Analysis

# WHAT'S NEXT?

- THIS PERSON NEEDS TO REPEAT THE “E” AND “A” CYCLE TWO MORE TIMES.
- ROUGHLY, YOUR PARAGRAPH SHOULD FOLLOW THIS PATTERN:

- THESIS
- EVIDENCE
- ANALYSIS
- EVIDENCE
- ANALYSIS
- EVIDENCE
- ANALYSIS
- CONCLUSION

