

Critical Analysis Essay Example

HEADING

Parker Jones
English 101

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Mrs. Jenkins

What Is Cool?

TITLE

INTRO

The party is one of the most well-known social events across all cultures. Once reserved for celebrating birthdays, holidays, and other specific occasions, the modern party has grown beyond those limits, often sprouting up without singular intent or reason. Parties are a hub for social interaction among youths and have naturally been a space of uncertainty as attendees attempt to both "have fun" and "be cool." While the instructional video *Show Off! How To Be Cool At Parties* engages with some decidedly uncool ideas, it presents the idea of "coolness" as attainable, and grounds the archetype of the "Cool Person at the Party" within historical contexts.

SUMMARY

Show Off! How To Be Cool At Parties (Stunts, Tricks and Gags to Amaze Your Friends) is an instructional video released on VHS in 1986. Nearly a half-hour long, the video stars Malcolm-Jamal Warner, best known for his role on *The Cosby Show*, and a cast of relatively unknown actors and comedians as they attempt to instruct the viewer on the fine art of being cool around other people. Despite the central thesis of the video, much of its material is uncool, impractical, or downright strange. For example, there is some suspension of disbelief that even young children of the 1980s would find coolness in pretending to be attacked by a dog or playing the air piano.

Through a modern lens, *Show Off!* possesses a toothlessness, but this may be a direct response to the events of its time. According to Haynes Johnson of the *Washington Post*, 1986 was "A Year of National Shocks," a time when "events seemed out of control." In the waning years of the Cold War, 1986 was underlined by two major disasters: the failed launch of the Space Shuttle *Challenger* in January and the nuclear explosion at Chernobyl in April. These events sowed doubt about global technologies and fear in the systems and infrastructure designed to care for us. Retreating to the mundanities of nose whistling and "catching" an invisible ball in a paper bag were as much about staying grounded as they were maintaining a sense of control.

CONCLUSION

In conclusion, *Show Off! How To Be Cool At Parties* is an instructional video that acts as a direct response to politics and trauma of the time through the social archetype of the cool person at a party. Although it presents a hazy idea of what "coolness" could look like, the video begs the opposite question: How does one become uncool at parties? Warner's introduction to the video includes the rule of having fun, not for one's own sake, but to ensure that one's friends are having fun. Perhaps the true turning point of "cool" is thinking outward.

BODY

Include:

- your opinion about the piece
- evaluation of author's success in achieving their goal
- larger idea or argument within the text

Analysis Response Essay Example

Mark Conner, Paul Norman



Analysis Response Essay Example:

Writing and Reading Connections Zoi A. Philippakos, Steve Graham, 2022-10-13 Writing skills are essential for success in the 21st century school and workplace but most classrooms devote far more time to reading instruction with writing often addressed in isolation or excluded In this insightful professional development resource and text leading researchers discuss why and how to integrate writing and reading instruction in grades K 12 and beyond Contributors explore how to harness writing reading connections to support learning in such areas as phonics and spelling vocabulary understanding genre and text structure and self regulated strategy development as well as across content areas and disciplines Special considerations in teaching emergent bilingual students and struggling literacy learners are described User friendly features include guiding questions classroom examples and action questions that help teachers translate the research and concepts into practice An NCTQ Exemplary Text for Reading Instruction *Practical Ideas for Teaching Writing as a Process* Carol B. Olson, 1996-02 Contains a collection of specific classroom strategies suggestions for teaching writing to elementary school students according to an eight stage process Specific techniques for teaching each stage of the writing process descriptions of proven approaches for using these techniques are also included A wonderful resource a labor of love from a large talented group of educators Had its beginnings in the California Writing Project at the Univ of California Irvine Best Seller Illustrated *The Allyn & Bacon Guide to Writing* John D. Ramage, John C. Bean, June Johnson, 2003 The most successful college rhetoric published in over a decade The Allyn Bacon Guide to Writing offers the most progressive and teachable introduction now available to academic and personal writing The four color guide offers engaging instruction in rhetoric and composition a flexible sequence of comprehensive writing assignments numerous examples of student and professional writing and thorough guides to research and editing Solidly grounded in current theory and research yet eminently practical and teachable The Allyn Bacon Guide to Writing has set the new standard for first year composition courses in writing reading critical thinking and inquiry Part One A Rhetoric for College Writers provides a conceptual framework for The Allyn Bacon Guide to Writing by showing how inquiring writers pose problems pursue them through discussion and exploratory writing and solve them within a rhetorical context shaped by the writer s purpose audience and genre Part Two Writing Projects contains thirteen self contained assignment chapters arranged according to the purposes for writing Each chapter guides students through the process of generating and exploring ideas composing and drafting and revising and editing Concluding each chapter are Guidelines for Peer Reviewers which sum up the important features in the assignments and facilitate detailed helpful peer reviews Part Three A Guide to Composing and Revising comprised of three self contained chapters of nuts and bolts strategies for composing and revising Part Four A Rhetorical Guide to Research presents pedagogically sequenced instruction for helping students learn to conduct searches evaluate sources and incorporate sources into their own writing Research skills are taught within a rhetorical context with special attention to the rhetoric of websites Part Five

A Guide to Special Writing and Speaking Occasions gives students helpful advice on working in groups giving speeches and presentations writing essay exams assembling portfolios and writing reflective self evaluations Part Six A Guide to Editing is a concise handbook of grammar usage mechanics punctuation style and editing The Allyn and Bacon Guide to Writing John D. Ramage, John C. Bean, June Johnson, 2002-12 A concise version of the most successful college rhetoric published in more than a decade The Allyn Bacon Guide to Writing Concise Edition offers the most progressive and teachable introduction to academic and personal writing available This four color guide offers engaging instruction in rhetoric and composition a flexible sequence of comprehensive writing assignments and numerous examples of student and professional writing Solidly grounded in current theory and research yet eminently practical and teachable The Allyn Bacon Guide to Writing Concise Edition is the new standard for first year composition courses in writing reading critical thinking and inquiry Part I A Rhetoric for College Writers provides a conceptual framework for the text by showing how inquiring writers pose problems pursue them through discussion and exploratory writing and solve them within a rhetorical context shaped by the writer's purpose audience and genre Part II Writing Projects contains six self contained assignment chapters arranged according to the purposes for writing Each chapter guides students through the process of generating and exploring ideas composing and drafting and revising and editing Guidelines for Peer Reviewers which sum up the important features in the assignments and facilitate detailed helpful peer reviews Part III A Guide to Composing and Revising comprises two self contained chapters of nuts and bolts strategies for composing and revising Part IV A Rhetorical Guide to Research presents pedagogically sequenced instruction for helping students learn to conduct searches evaluate sources and incorporate sources into their own writing Research skills are taught within a rhetorical context with special attention to the rhetoric of websites

Writing Argumentative Essays Nancy V. Wood, 2000-05 This brief rhetoric helps students develop strategies for critical reading critical thinking research and writing that will help them argue clearly and convincingly It teaches them to identify and develop arguments to read and form reactions and opinions of their own to analyze an audience to seek common ground and to use a wide realistic range of techniques to write argument papers that express their individual views and original perspectives on modern issues It includes clear explanations and examples of argument theory and reading and writing processes research and documentation skills and offers engaging class tested writing assignments and activities 49 Essays for Analysis cover several broad issue and sub issue areas all of contemporary concern Unique chapters discuss student argument styles Rogerian argument and argument and literature **CliffsAP English Language and Composition** Barbara V. Swovelin, 2000-12-19 A guide to taking the AP English Language and Composition test that includes test taking strategies sample questions and full length practice tests *Custom Guide to Writing*, 2005 *Perspectives on Argument* Nancy V. Wood, 2007 This combination rhetoric reader helps readers develop strategies for critical reading critical thinking research and writing that will help them argue clearly and convincingly It teaches them to identify and develop arguments to

read and form reactions and opinions of their own to analyze an audience to seek common ground and to use a wide realistic range of techniques to write argument papers that express their individual views and original perspectives on modern issues The Rhetoric portion includes clear explanations and examples of argument theory and reading and writing processes research and documentation skills and offers engaging class tested writing assignments and activities The Reader portion includes 75 reading selections covering seven broad issue areas and 18 more focused areas all of contemporary concern Unique chapters discuss argument styles Rogerian argument and argument and literature Material covered includes engaging with argument for reading and writing understanding the nature of argument for reading and writing writing a research paper that presents an argument and visual and oral argument Readings cover a range of issues including those concerning families and relationships education crime and the treatment of criminals race culture and identity freedom war and issues concerning the future For anyone interested in a clear presentation of argument theory applied to written visual and oral forms

Wordsmithing Arlene F. Marks, 2014-06-04 Literacy Made for All is a classroom ready teacher friendly resource for English and Writing teachers of Grades 9 through 12 Organized buffet style it is designed to complement an existing English curriculum by providing a tested repertoire of strategies for teaching both writing skills and literary analysis techniques Benefits and Features tested and proven effective at all learning levels from Remedial to Pre AP provides complete lesson plans including reproducible materials can be implemented as is or modified to suit individual teaching styles and or students need each skill assignment or project begins by teaching the teacher giving an inexperienced teacher the knowledge to provide effective instruction first time out and the confidence to modify and experiment thereafter comprised of reading writing literary criticism and language study components moves students from writing effectively to reading analytically approaching text from the authoring point of view a proven highly successful methodology can turn any English course into a Literacy course extremely versatile and cost effective can deepen an existing English course or complete the framework for a new one WORDSMITHING focuses on the creation production and sharing of a variety of nonfiction writing projects The text can be implemented in the classroom alone or in tandem with the two other titles in the Literacy Made for All Series STORY CRAFTING and ENJOYING LITERATURE Also of interest for classroom teachers is the Let Them Write Series CHARACTER DEVELOPMENT Classroom Ready Materials for Teaching Writing and Literary Analysis Skills in Grades 4 to 8 PLOT BUILDING Classroom Ready Materials for Teaching Writing and Literary Analysis Skills in Grades 4 to 8 SETTING AND DESCRIPTION Classroom Ready Materials for Teaching Writing and Literary Analysis Skills in Grades 4 to 8

The Prentice Hall Guide for College Writers Stephen Reid, 2002-08 This best selling writing guide used at hundreds of colleges and universities offers the clearest explanation of college writing Every chapter contains advice on choosing a subject collecting data drafting and revising for a specific purpose while also integrating the appropriate rhetorical strategies Effective student examples professional essays and journal exercises further illustrate how the writing process changes with

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Practical Ideas for Teaching Writing as a Process at the High School and College Levels Carol Booth Olson, 1997 The concept of writing as process has revolutionized the way many view composition and this book is organized by the stages of that process Each section begins with a well known author presenting specific techniques followed by commentaries which include testimonials applications of writing techniques and descriptions of strategy modifications all contributed by classroom teachers The book includes the following sections and initial chapters Section 1 The Process Teaching Writing as a Process Catherine D. Aoust Section 2 Prewriting Clustering A Prewriting Process Gabriele Lusser Rico Section 3 Prewriting in Different Subjects Prewriting Assignments Across the Curriculum Jim Lee Section 4 Showing Not Telling A Training Program for Student Writers Rebekah Caplan Section 5 Using Cooperative Learning to Facilitate Writing Using Structures to Promote Cooperative Learning in Writing Jeanne M. Stone and Spencer S. Kagan Section 6 Writing Developing a Sense of Audience or Who Am I Really Writing This Paper For Mark K. Healy Section 7 Teaching Writing in the Culturally and Linguistically Diverse Classroom English Learners and Writing Responding to Linguistic Diversity Robin Scarcella Section 8 Domains of Writing Teaching the Domains of Writing Nancy McHugh Section 9 Writing the Saturation Report Using Fictional Techniques for Nonfiction Writing Ruby Bernstein Section 10 Point of View in Writing A Lesson on Point of View That Works Carol Booth Olson Section 11 Writing the I Search Paper The Reawakening of Curiosity Research Papers as Hunting Stories Ken Macrorie Section 12 Critical Thinking and Writing Reforming Your Teaching for Thinking The Studio Approach Dan Kirby Section 13 Sharing Responding Some Guidelines for Writing Response Groups Peter Elbow Section 14 Reader Responses Dialogue with a Text Robert E. Probst Section 15 RAGs for Sharing Responding Using Read Around Groups to Establish Criteria for Good Writing Jenée Gossard Section 16 Rewriting Editing Competence for Performance in Revision Sheridan Blau Section 17 Revising for Correctness Some Basics That Really Do Lead to Correctness Irene Thomas Section 18 Building Vocabularies

Word Sprouting A Vocabulary Building Strategy for Remedial Writers Barbara Morton Section 19 Evaluation Holistic Scoring in the Classroom Glenn Patchell and Section 20 Evaluation Techniques Some Techniques for Oral Evaluation Michael O'Brien Contains over 100 references EF **Reading, Thinking, and Writing with Sources** Patrick J. Slattery, Susan R. Carlton, 1992 **Writing to Learn, Responding to Learn** Melissa C. Liebold, 2008 *Enjoying Literature* Arlene F. Marks, 2014-06-04 Literacy Made for All is a classroom ready teacher friendly resource for English and Writing teachers of Grades 9 through 12 Organized buffet style it is designed to complement an existing English curriculum by providing a tested repertoire of strategies for teaching both writing skills and literary analysis techniques Benefits and Features tested and proven effective at all learning levels from Remedial to Pre AP provides complete lesson plans including reproducible materials can be implemented as is or modified to suit individual teaching styles and or students need each skill assignment or project begins by teaching the teacher giving an inexperienced teacher the knowledge to provide effective instruction first time out and the confidence to modify and experiment thereafter comprised of reading writing literary criticism and language study components moves students from writing effectively to reading analytically approaching text from the authoring point of view a proven highly successful methodology can turn any English course into a Literacy course extremely versatile and cost effective can deepen an existing English course or complete the framework for a new one ENJOYING LITERATURE focuses on the close reading and analysis of prose fiction poetry and short nonfiction The text can be implemented in the classroom alone or in tandem with the two other titles in the Literacy Made for All Series STORY CRAFTING and WORDSMITHING Also of interest for classroom teachers is the Let Them Write Series CHARACTER DEVELOPMENT Classroom Ready Materials for Teaching Writing and Literary Analysis Skills in Grades 4 to 8 PLOT BUILDING Classroom Ready Materials for Teaching Writing and Literary Analysis Skills in Grades 4 to 8 SETTING AND DESCRIPTION Classroom Ready Materials for Teaching Writing and Literary Analysis Skills in Grades 4 to 8 Gmat Verbal Workbook Ingrid Multhopp, 2005 Features Targeted review of all the tested materials on the Verbal section of the GMAT Practice sets for every question type Special section on the Analytical Writing Assessment Effective strategies Practice test for GMAT Verbal section **Kaplan GMAT Verbal Workbook, 2002** Ingrid Multhopp, Kaplan, Inc, 2001 Higher scores are the target in this focused guide on the verbal section of the GMAT competitive exam Includes hundreds of realistic practice questions and one full length GMAT verbal section with detailed explanations for every answer **The Acquisition of Written Language** Sarah Warshauer Freedman, 1985 This volume addresses a central question in the acquisition of written language the interrelated roles of response and revision and begins to account both for the cognitive processes underlying learning to write and the social context of schooling Both perspectives are crucial to understanding the acquisition of writing The first section examines the language of instruction to see how response and revision are accomplished in instructional settings The second section investigates the role of the computer as respondent and the usefulness of its aid during revision The final

section challenges both traditional ways of studying revision and past assumptions about parts of the revision process They offer a new perspective for studying revision and its relationship to response Strategies for Successful Writing : a Rhetoric, Research Guide, Reader, and Handbook James A. Reinking,2007

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