



# Writing a Critique

*Organizing your responses to writing.*

*by Anthony Starros, M.F.A.*

“The man who does not read... has no advantage over the man who can't read...”

-Mark Twain



Throughout this course, you'll be reading *selections* (articles, essays, etc.)...

Those readings will then lead into an arena of discussion with your peers (*Discussion Forums*)...

And your Discussion Forums will help you develop ideas for your essays.

These sorts of assignments & discussions will go a long way in helping you articulate your claim (*thesis*)...

And they will help you build and develop a written piece (*your essay*)...

Based on what you have comprehended from the selections you've read (*research*).



A clear, well-articulated claim or **thesis** (the basis of all academic writing) is often based upon a combination of:

- **your beliefs**
- **knowledge gained from research you've done**
- **your personal responses and insights** (*gained from research or from your own life*)

That's why these readings are important. *Reading begins and ends your education.*

You will develop & support your **thesis** by responding to what other professionals, writers, and experts have said about a subject...

And you will be able to learn from these selections by seeing how other people phrase their own ideas.



To help gather your thoughts when researching, write a *critique* after reading.

Each typed critique should be at least one full page, in two sections:

1. **Summary** (*paraphrase in your own words*)
2. **Analysis & Response** (*your reaction*)

Jot down some ideas, clean everything up logically and grammatically, and type it up. Label each section to help organize your thoughts better.

Students often pull ideas verbatim from critiques for use in their essays.

If you take these critiques seriously, much of the information can be useful as **personal insight and analysis**, a valuable component in developing academic essays.

Sally Student

February 14, 2012

English I, #55532

Critique of “The Miseducation of Hip-Hop”

**Summary:**

This article describes the disconnect between the younger generation, influenced by rap music, and the older generations who misunderstand and condemn rap music. It is a persuasive essay based on personal testimonies, with quotes from college students and faculty. Some believe today’s generation is influenced by rap music which is taking away from their studies and ultimately, their futures. The older generation are making generalizations about an entire genre, claiming it is “heartless, valueless, nihilistic, and certainly anachronistic if not atheistic,” in other words, “downright filth.” And Jamilah does provide evidence that rap music can occasionally be “bad” when students fail to dress to impress, claiming they would rather be true to themselves and continue “keepin’ it real.” The the solution Jamilah offers to this and other problems related to music is to incorporate education about hip-hop culture into academia so that they learn about this influential music through other means besides the media.

**Analysis & Response:**

The problem with the older generation’s position is that it is not only antiquated, but it also leads to stereotyping. Providing quotes from both college professors and students made this article identifiable and realistic. I agree with the idea that “part of the reason why there is such a generational gap is because so few educators make an effort to understand the times in which they live.” So many teachers fail students in that manner when they refuse to catch up with modern society, embrace new technologies, and stay current with popular culture. While learning

about the past is important in history classes, other classes need to be based in the present. Students can only identify with and learn from material that is relatable and realistic to them, which means talking about events in today’s society. I believe that if there were more classes about popular culture and music like hip-hop that more people would understand this genre of music better and let it affect them in appropriate ways. And I don’t agree with those students who believe showing up to an interview in baggy pants and a do-rag are “keepin’ it real.” I think that we all have to learn when wearing certain clothes and speaking certain ways are appropriate and when they are not. The failure to recognize this is the downfall of hip-hop’s influence. That is why including courses in analysis and history of such music genres would allow students to obtain a greater appreciation and different outlook on society and their futures in it.

Work Cited

Jamilah, Evelyn. “The Miseducation of Hip-Hop.” *Common Culture: Reading and Writing About American Popular Culture* (6th edition). Ed. Michael Petracca and Madeleine Sorapure. Upper Saddle River: Prentice Hall, 2009. 244-253. Print.



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