NOTE: Do not ask your partner any questions about the paper while you fill out this worksheet. If the purpose or thesis is difficult to find in the paper, that is something your partner needs to know. In order to help your partner, you must let the paper speak for itself. Don’t invite your partner to explain their paper, as they will not be sitting there to explain their paper once the final draft is turned in. After you fill out the worksheet, you may discuss the paper with your partner.

Author of this paper \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Workshop partner for this activity\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Title**

“The eyes are the nipples of the face.” “The title is the eyes of the paper.”

—Anna Farris, *House Bunny*  —Ms. Stringfield

Is the title of your partner’s paper awesome? (If the title is “A2,” the answer is no.) Check one:

\_\_\_\_\_ YES, I stake my reputation in this class to vouch for the awesomeness of this title.

\_\_\_\_\_ MEH, it could be better. Here is **my suggestion**:

**Opening Paragraph**

Are all of these things included in the opening paragraph? Write YES or NO in each box.

Name or explanation of art/poster/etc. examined in this paper \_\_\_\_\_\_\_\_

Name of artist/company responsible for creation of this piece \_\_\_\_\_\_\_\_

Year this piece was created \_\_\_\_\_\_\_\_

Audience for this piece \_\_\_\_\_\_\_\_

Purpose of this piece (What does this piece want?) \_\_\_\_\_\_\_\_

Thesis statement (How effective is this piece?) \_\_\_\_\_\_\_\_

According to this paper, what does this piece want from its audience?

Underline the thesis on the workshop copy and identify it as such (write “thesis” beside it). In your own words, explain the thesis of this paper:

**Body Paragraphs**

Do each of the paragraphs in this paper focus on one clear, **main idea**? Beside each paragraph, write or make a note of the main idea contained in the paragraph. If there are many ideas, note that so that your partner knows to break up that paragraph to give each idea its own space.

In a rhetorical analysis of an image, description of the image is like summary. **Summary (in this case description) should always be followed up with explanation and discussion.** Are there any places where this paper describes the image but does not follow up with explanation for why this description is in the paper, or does not discuss the visual strategies being used? If so, mark those on the copy.

What **main ideas** does your partner discuss about the image? What **terms** do they use to discuss those ideas? Are there any terms you might suggest your partner use in order to make their explanation more understandable? (That is, does your partner allude to or discuss organization without actually saying “organization”? Point this out.)

If there are words on the image, how does the author discuss those words? That is, according to the author, **how do the visual and verbal elements work together**? (If they don’t discuss the words on the image, make some suggestions of how/where they might put that discussion into their paper.)

**Closing Paragraphs**

Closing paragraphs should be interesting, not just a list of the things discussed in the paper. In order to make them interesting, they should strive to answer this question: *So what?* Now that the reader has all the information, *So what?* Why should they care? This is the place to tell them!

There should be no new information in the closing paragraph, but there *should* be new sentiments.

Use this space to offer any ideas you have to help give your partner’s closing paragraph a mic drop ending. (Make at least one note.)

**Works Cited**

Your partner will lose 15 out of 100 points if they do not include a works cited page when they turn in their final paper. If they don’t have one, or if their citation looks wonky, check out the back of *Everything’s an Argument* for help!

Does your partner include a works cited page? \_\_\_\_\_ YES \_\_\_\_\_NO