**AH 2302 Final Essay Instructions**

# Purpose:

By focusing on the course readings, this assignment allows you to demonstrate the work you’ve done throughout the course to prepare for the discussions of readings. The assignment shall also exercise your written communication skills and critical thinking skills.

# Essay Prompt:

Each of the essays you read (in PDF on Blackboard) for this class represents a view about what modern art should be or do. Choose two of those readings. Do not choose any readings we did not discuss in class. Write an essay in which you compare and/or contrast the essays according to the authors’ explicit or implied beliefs about what art should be or do. (There should be at least two points of comparison or contrast, and you can do any combination of comparing and contrasting: all comparison, all contrasting, or a mixture.) In your conclusion, state which of the essays is most akin to your own beliefs about what art should be or do. Say what you agree with and why. If you think both make good points, say what they are and why you agree with them. If you think both are flawed, say what about them is flawed and why.

I do not grade you on your opinions. The grade rests solely with the criteria listed on the grading rubric. Note that “fulfillment of the assignment” on the rubric means not only following directions but also how substantially you engage the core ideas in the texts and support your points with evidence, such as quotations. Note, however, that you will get credit only for your own words. That means that, if you use quotations, you should use them only as evidence of points you make, not as a substitute for your own words. Of course, it is important that you represent the ideas in the texts accurately.

# Paper Organization:

There is more than one good way to organize your paper, but here is one good plan:

1. In your first paragraph, frame the comparison-contrast you will make by posing a general question about what art should be or do, and stating that there have been a range of opinions on the subject by artists and critics. Introduce the two texts as examples of this thought.
2. In subsequent paragraphs, compare and contrast the essays you chose on the basis of those ideals. Note that the best way to organize the comparison-contrast section of your paper is by point of comparison or contrast. It is never good to organize it by essay.

-A point of comparison or contrast is an issue on which the two authors differ or agree (the definition of beauty, the function of art, the relationship between art and politics, etc.).

-It is best to devote a paragraph to each point of comparison or contrast. E.g.: “X and Y differ on what should be the function of art.”

-Make sure that you lead the paragraph with a topic sentence that establishes what the point of comparison or contrast is. After that, and in the same paragraph, you can point out how each author is different or similar on that point.

-Once done discussing one point of comparison or contrast, start a new paragraph that repeats the process just recommended.

1. After your comparison-contrast section, identify which, if any of the authors’ ideas you agree with and why. If you agree with neither essay, identify which ideas are flawed and why. If you think that some ideas are admirable and some are not, make sure you address the admirable ideas in a separate paragraph or paragraphs from the flawed ideas.
2. If you’ve summarized your position well already, a separate conclusion may not be necessary. If you wish to write a conclusion, make sure that you do not repeat what you wrote in the introductory section. Conclusions should not repeat introductions.

# Approximate Length:

Two-to-three pages, double-spaced, with twelve-point font and one-inch margins. The “approximate length” is just a guideline. There is no strict page-length requirement.

# Essay Submission:

Uploaded your essay to Blackboard in the specified folder by 10:00 p.m. on the day of the final-exam period. Find it in the same tab as the Grading Rubric using the menu on the left side.

**Make sure you get a message from TurnItIn that says your submission was successful**. If you don’t receive that message, the paper did not upload. Try again until you get this message.If you continue to have no success, use a library computer and try again.

Ultimately, it is your responsibility to make sure your work gets to me. If your paper won’t show up on Blackboard, you must immediately email it to me as a backup so that you get credit for on-time submission. If you do not do this, I must assume you have no plans to turn the assignment in and will accept 0 points. I will not pursue you to turn in your assignment.

## Warning:

-Papers submitted too close to the deadline often don’t upload properly. So, don’t wait till the hour before the due time.

-The window for submission of late final papers is extremely narrow. Submissions by email (due to a failure to upload to Blackboard) later than 24 hours after the deadline cannot be accepted, and papers submitted then without acceptable proof of attempted Blackboard submission on the due date will be docked 10% of the grade per the usual rules (see syllabus) for papers one day late. A final paper more than 24 hours late is too late for grading and gets 0 points.

# Grading and Feedback:

Grading: **20 points, 20% of the total course grade.**

Note that the weight I give to each criterion of the Grading Rubric may vary. This is due to the fact that a student's performance in any one area may be especially good or bad that it disproportionately affects the work's overall quality. An extreme example: If a student does not follow the assignment instructions, whether or not their “reasoning” or “evidence” or “accuracy” is good or bad becomes completely irrelevant and will not even be considered in the grading process.

Feedback:Once your essay is graded, use the Feedback Key, posted next to the Grading Rubric on Blackboard, to decode the symbols used to give you feedback on your essay.

If you would like to discuss the feedback on your essay, make sure to sign up for my office hours the following term. I am always happy to coach students in the writing process.