

P2 Checklist

Conversation - Has the writer identified a dynamic academic conversation at play in both selected essays? - Is the conversation too broad? Too narrow? Does it have space for the writer to add his/her own ideas? - Does the writer show how the essays engage with the conversation? - Does the writer show where the essays agree, disagree, or intersect in other ways?

Exhibit - Is the exhibit manageable? Is it too expansive or too restrictive? - Is the exhibit relevant to the conversation? - Is the exhibit ambivalent? Can it be interpreted in many ways?

- Does the writer sufficiently describe the exhibit? Does he/she provide too much unnecessary description?

Claim - Does the writer have a single overarching claim (thesis)? - Is the claim evaluative or analytical? That is, does the claim simply seek to prove/disprove the essays via the exhibit, or is it instead developing a new claim *about* the exhibit and essays? - Does the claim connect the exhibit to the specified conversation? - Is the claim original? Does the writer say something new about *both* the exhibit and essays? Or does the writer simply reiterate ideas from the essays? - By the end of the paper, has the claim been reiterated enough for you to fully understand it? - Are there counter-arguments the writer should take into account?

Structure - Does the current progression of the essay make sense to you? - Does the writer state his/her main claim (thesis) in the beginning of the essay? If so, do the body paragraphs clearly signal that they are building towards that claim? - Does the writer instead state his/her main claim (thesis) at the end of essay? If so, do the body paragraphs guide the reader logically to that claim? - Does each paragraph have a specific purpose? Is that purpose signaled early on in the paragraph? - Are paragraphs organized analytically or categorically? That is, are they organized around claims, or are they simply a collection of information? - Are transitions between paragraphs clear? - Are transitions between sentences clear?

Evidence - Does the writer provide ample evidence (both from the exhibit and the essays) to prove him/her claim? - Does the writer close read the exhibit? - Do these close readings complicate and develop the claims? Are there several compelling close readings, or does the project still seem general and not grounded in specific analysis? - Does the writer draw out the nuances of both the essays and the exhibit by placing them alongside each other?

Sources - Does the writer incorporate sources seamlessly into his/her paper? - Does he/she introduce, cite, and engage with each quote? - Does he/she use each source to either provide critical background necessary to understand the eventual claim or to directly develop the claim? - Does the writer rely too heavily on quotations? Does the writer need more quotations?

Motive - Does the writer identify a motive for his/her essay in the introduction?

That is, does he/she make it clear why the reader should keep reading the essay?
- Is the motive too extreme (stakes so high they are unbelievable) or too minimal (stakes so low they do not warrant further reading)?

Implications - Does the writer move beyond his main claim (thesis) in the conclusion to discuss the larger implications of that claim? - Are those implications believable? Are they too much of a leap? Are they interesting, exciting, or surprising? Do they leave you with a new appreciation of the writer's argument?

Citations - Does the writer use properly formatted in-text citations? - Does the writer include a properly formatted works cited page?