

## Critical Review Instructions

**Due:** September 30, 2005

**Page Length:** Review (2 pp)

Works Cited (1p)

We've been reading, studying and discussing various critical models of literary theory. We've also discussed how to apply those theories to literature. In order to understand how other scholars use theoretical models to analyze literature, write a 2-page review of a published example of literary scholarship. For an example of review essays, see the reviews in the three journals listed on our Course Website's Online Resources (under Journals). These are good models for any academic review essay.

Your review will both briefly and **accurately summarize** and **carefully evaluate/analyze** the article. To prepare for your review, ask yourself the following questions while reading the article:

- Who do you think the projected audience is? Scholarly essays are all aimed at scholars but there are different kinds of scholars.
- What kind of scholars would (or would not in your opinion) get some use out of the essay? For example, is this written for Renaissance scholars, anyone interested in the various critical models? (See the Syllabus Schedule for a list of types of criticism if you've forgotten their formal titles.)
- What is the effect of the essay's structure on the content?
- What kind of approach does the author take?
- Is the argument supported well by the evidence offered?

### Selections

Below are a selection of 3 separate articles from (online) *refereed* journals. Choose 1 of the following articles (all from online journals) to write your review. If you are not familiar with the texts discussed in the article, see the accompanying websites for full text of the literary work.

- 1) **“The Common Gifts of Heaven: Animals Rights and Moral Education in Barbauld's 'The Mouse's Petition' and 'The Caterpillar'” by Amy Weldon**

[http://www.cf.ac.uk/encap/corvey/articles/printer/cc08\\_n02.html](http://www.cf.ac.uk/encap/corvey/articles/printer/cc08_n02.html)

- To read Barbauld's poem, “The Mouse's Petition,” see [http://www.rc.umd.edu/editions/contemps/barbauld/poems1773/mouses\\_petition.html](http://www.rc.umd.edu/editions/contemps/barbauld/poems1773/mouses_petition.html)
- To read “The Caterpillar,” see <http://eir.library.utoronto.ca/rpo/display/poem113.html>

2) **“Frankenstein's Cinematic Dream” by Mark Redfield**

<http://www.rc.umd.edu/praxis/frankenstein/redfield/redfield.html>

- To read Mary Shelley's *Frankenstein*, see <http://etext.lib.virginia.edu/toc/modeng/public/SheFran.html>

3) **“Hamlet and His Problems” by T.S. Eliot**

<http://www.bartleby.com/200/sw9.html>

- To read *Hamlet*, see <http://www.bartleby.com/70/index42.html>

**Turning in Your Review**

MLA style for documentation, in-text citation methods and Works Cited are required. If you need help on MLA style, please see me before submitting anything. (Essay grades will be reduced for inaccurate citation and Works Cited submissions.) See also our Course Website for MLA style online resources. Before our class meeting on September 30<sup>th</sup>, submit your critical review to Turnitin.com for verification. See our Course Website for instructions on how to register and submit. (I will give you the course code and password in class.)

Late papers will receive the penalization indicated on our Greensheet. Failure to follow the below requirements will result in a lower grade. Please read them carefully!

- 2 pages, typed and double-spaced in 12pt font with one inch margins
- Works Cited page (outside of the 2 pages) in MLA format
- In the Works Cited, cite online resources in proper MLA format
- In-text citations in MLA style (parenthetical citation)
- Name, date, course and section number typed at the top left corner of the first page
- Name and page number typed in upper right corner of every page following the first page
- Staple the pages together. (DO NOT FOLD OR PAPERCLIP YOUR PAGES.)
- Proofread everything before you turn it in; there should be no spelling or typographical errors.

**GRADING:**

Your grade will be based on your ability to communicate your ideas in a formal piece of writing (see the “Departmental Grading Policy” on the Greensheet).