**Paper 2 Assignment**

**PURPOSE**

In this 1,500 to 1,750-word paper (about 6-7 pages), you will continue to practice **analyzing evidence** and begin to **engage with other writers’ arguments.** We will work on developing these skills together in class. You will select two (2) texts from Unit 2 and develop a specific, arguable claim about the relationship between them.

**TASK**

**Select a topic and two texts from Unit 2 and develop a specific, arguable, clear claim about them.** As you read and view our Unit 2 texts*,* pay attention to moments that seem odd or unexpected; think about patterns that you notice throughout the texts. Do you notice surprising similarities between how certain creators portray a topic (think close reading: shots, angles, repetition, word choice, dialogue, etc.)? Differences? Are the two texts’ creators making similar arguments about the topic, or do they wildly differ?

**You will also choose at least one secondary source to incorporate that makes an argument about the topic of your paper (e.g. trans representation) or the texts you’re analyzing (e.g. *POSE, The L Word).*** This might be a peer-reviewed article in an academic journal, a cultural critic’s essay, or an opinion piece in a newspaper. We will talk more about finding reputable sources in class.

**Some example topics and texts:**

-portrayals of trans people in *POSE* and *Paris is Burning*

-portrayals of bisexuality in *The L Word* and *The L Word: Generation Q*

-portrayals of women who love women in *The L Word* and *The L Word: Generation Q*

-ball culture in *POSE* and *Paris Is Burning*

-the HIV/AIDS crisis in Essex Hemphill’s poem “When My Brother Fell” and *POSE*

Write a clear, arguable claim about the two texts, then use evidence (observations from the text) and analysis (explaining how that evidence supports your claim) to give your reader the tools to understand (and potentially be persuaded by) your interpretation.

**DUE DATES**

* **Fri., Oct. 16:** Send draft of Paper 2 claim and a link to an argument source **by 11:59pm** as a Slack message. (Does not need to be a Word doc)
* **Wed., Oct. 21:** Draft 1 due by class time. Bring a copy that you can easily send to classmates for peer review (Word doc recommended)
* **Wed., Oct. 21-Fri., Oct. 23:** Optional Draft 1 Conferences with Kristin (Bring a Word doc of your most recent draft)
* **Fri., Oct. 30:** Final Draft due by class time via Slack Direct Message to Kristin

**REQUIREMENTS (to maintain Grading Contract):**

-Write 1,500 to 1,750 words.

-Cite quotations/moments from the texts as evidence for your argument *and* analyze those quotes/observations.

-Demonstrate your ability to make original, thoughtful observations about a passage or scene and to “zoom out” to think about the impact of the author’s choices on our understanding of the text as a whole.

-Meaningfully engage with (and cite) another writer’s argument about your text(s) or topic.

-Use in-text citations (MLA format) when citing your source.

-Include a Works Cited page (MLA format).

-Include a word count at the end of your essay.

**ADVICE**

-Practice the skills required in this paper (making a claim, succinctly summarizing a text, and close reading) in class, but also as you do your assigned reading leading up to the paper due dates.

-Consider looking at [examples](https://www.bu.edu/writingprogram/journal/past-issues/issue-8/collins-d/) from the Writing Program’s [journal of student work, *WR,*](https://www.bu.edu/writingprogram/journal/past-issues/)for examples of strong claims and use of evidence, particularly for writing about TV/film.

-Peruse cultural criticism, academic journals, and other publications to get a sense of 1) the existing conversation about your topic/texts, and 2) how people write about TV/film.

-Ask for help and be open to constructive feedback in peer review and paper conferences.