

HISTORY 100C CH, section 1

Chicana/Latina Feminist Histories

**ASSIGNMENT SHEET:
Critical Evaluation Essays**

The student will CRITICALLY EVALUATE writings on Chicana and Latina experiences. (Outcome 2)

Overview

These are short but focused essays reflecting your critical evaluation of the week's reading. They should be at least two (2) yet no more than four (4) pages in length. They must be composed and formatted in accordance with the guidelines for written assignments. They are due IN CLASS, printed out, to be used in our seminar discussion for that day. Each is worth five points.

Explanation

The goal of this assignment is simply to *critically evaluate* the readings as distinct texts and as an evolving set of knowledge. In either case, this is about identifying what the author says; describing how they say it; and then evaluating the meaning, significance, utility, and success of their perspective. A sound strategy for these assignments is to pay special attention to the assessment criteria for Outcome 2 and compose your essay as a demonstration of these skills and understandings. Keep in mind this is more than summary (what is said); it is *critical evaluation* (the meaning and importance of what is said and how it is said). In that sense, each is a reflection of your own understanding.

Assessment

Your Critical Evaluation Essays will be graded and assessed by asking the following questions:

- Does the student IDENTIFY major arguments, themes, theories, and/or metaphors used by scholars?
- Does the student ANALYZE texts from within the context of their production?
- Does the student ASSESS scholarly perspectives from an empathic and critical position?
- Is the essay written in accordance with the guidelines for written assignments?

These are due at the beginning of every class as listed on the Course Schedule. You are NOT required to compose one for the class in which you act as a seminar leader.