**Article Review**

**Due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

This unit has allowed us to read a couple of scientific articles. Now, you are going to review one of them. A review is a type of informative writing because it tells the reader what a particular article is about. Reviews also summarize the contents, but they go beyond this simple task to make statements about the value of an article to the discipline of which it is a part. In this respect, reviews are examples of argumentative writing, and therefore they require thesis statements. Your review will be over the article “Monkey See, Monkey Do, Monkey Connect.”

Some Things to Remember:

* + Reviews aren’t about the topic of the article. You want to make a statement about the article’s value to the more general conversation. Imagine having to answer the question, “If I wanted to learn more about the psychology behind how people connect, should I read this article? Why or why not?” To answer this, you need to consider:
    - The Article’s Author
      * Background and qualifications
      * Purpose in writing this article
      * Writing style
      * Use of sources (see Bibliography and Table of Charts and Figures)
    - The Article’s Format
      * Section Titles
      * Introduction
      * Organization
    - The Article’s Content
      * Introduction/Conclusion
      * Summary
      * Research/Support
  + In each case, you need to determine if the element in question improves the article or not, and then decide if both the effective and ineffective elements taken together give the article value as a resource. For example, a particular author’s writing style might be very interesting and engaging, but if she or he has used sources of questionable authenticity in her/his research, then you could conclude that, overall, the article is not worthwhile.

Structure:

Please use the outline we did together in class.

Formatting: MLA

* + Times New Roman
  + 12-point font
  + 1-inch margins
  + Double Spaced
  + Put Quotation Marks around Titles of Long Texts
  + Citation at End (See Purdue OWL)

Common Core Standards:

* W9-10.1 (Including A-E)
* W9-10.2 (Including A-F)
* W9-10.4
* W9-10.5
* W9-10.10
* L9-10.1
* L9-10.1A
* L9-10.1B
* L9-10.2
* L9-10.2A
* L9-10.2B
* L9-10.2C
* L9-10.3
* L9-10.3A