Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Number: \_\_\_\_\_

Constructive Argument Critique

**Self-Critique**

*Argument*

* **Write your debate resolution here**:
* **Reread your argument**. Does it provide a reason to vote yes or no on the this resolution?
	+ Yes.
	+ No.
* Is there a topic sentence to organize the argument? **Highlight the topic sentence**.
* Is the argument focused? **Summarize the argument in three words**: **\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_**
* What type of argument is it? **Check one**:
	+ Logos
	+ Ethos
	+ Pathos

*Evidence*

* **Put a star in the margin next to each piece of evidence**.
* How many different pieces of evidence do you use? **Put the number here: \_\_\_\_\_**
* **Reread your evidence**. Does each piece directly support your topic sentence?
	+ Yes
	+ No
* What types of evidence did you use? **Check all that apply.**
	+ Statistical
	+ Testimonial
	+ Anecdotal
	+ Analogical
* Are your statistics and quotes set up correctly? **Underline your introductions and citations.**
* **Compare your work to the example below**. **Check each necessary element that you have.**
	+ Introductory Phrases (Quotes Only)
	+ Stated Author Qualifications (Quotes Only)
	+ Source Name (Quotes and Statistics)
	+ Parenthetical Citations (Quotes and Statistics)

|  |
| --- |
| *Example Quote:***In Columbia University Professor Edward Said’s book *Orientalism*, he argues that** “You cannot continue to victimize someone else just because you yourself were a victim once—there has to be a limit” **(Said).** |

*Analysis*

* **Put a bracket in the margin around your analysis.**
* Which is there more of? **Check one.**
	+ Evidence
	+ Analysis
* **Reread your analysis**. **Check the things that it explains.**
	+ What the evidence means.
	+ Conclusions that can be drawn from the evidence.
	+ How the evidence relates to the argument.
	+ Why the evidence is important to the audience.
	+ Other:

Based on your self-critique, what’s will you refine?

**Peer Critique**

Read your argument aloud to your critique group while they follow along. Then listen, as they discuss the following questions:

* What did you find convincing about the debater’s argument?
* Do you believe that their sources are trustworthy? Why or why not?
* Does anything in this argument seem to off-topic, or distracting?
* What other evidence could you add to this argument?
* How else could the author strengthen their argument?
* What questions do you still have for the author?
* What arguments could you make against this point?

Based on your peer critique, what will you refine?

**Teacher Critique**