

Engl100 Take-Home Essay #1 → Critical Review/Analysis Of An Academic Article → Guidelines

Your first Take-Home Essay is a critical review of the article from the *Anthology*. This could be a review of the article as a whole or of a relevant part of the article. In case you choose to review part of the article, make sure to clearly describe the part and reasons why your review is narrowed to it.

As you know, a critical review is a two-step process; it involves reading and writing.

Step 1: Critical Reading → Read and annotate the article. Answer at length, informatively, insightfully, and accurately, the following critical questions:

- What is this article or the chosen part of it about and what is its purpose? This is known as a statement of topic and purpose. Write 1-3 sentences that explain the main topic of the article or its part and its purpose. See if you can actually find the statement of purpose in the article and paraphrase it. See if you could quote a portion of it. Is the purpose clear? In your view, is this a relevant goal for the author(s)? Is the research conducted by the author(s) topical? Is it socially relevant? What makes it so?
- How is the article organized? What are the parts of the article; create a simple outline that shows the organization of parts of the article. Think about which parts you need to be particularly attentive to and why. What is the purpose and main point of each part? How clear and effective is this organization of parts?
- What's the argument? What is the main point and premises/reasons that support it? Try to locate the actual thesis statement of the author(s). This statement typically is located toward the end of the introductory section of the article. Highlight it in the PDF and put some effort into paraphrasing it accurately and precisely. Then look through the parts of the article for supporting points and evidence. Your goal is to write the argument of the author(s) in standard form (i.e., the conclusion and key premises of the argument on separate lines). How strong and persuasive is the argument? What makes it persuasive and strong? What makes it compelling, interesting, insightful? Write a sentence or two of comments.
- What kind of evidence does the author use to support his/her/their argument? Is the evidence based on facts or opinions? Whose opinions? Are they convincing? How? Flag in the article key pieces of evidence. Typically, you will find evidence in the results and discussion parts of the article.
- How does the language of the article work? Is it clear? Is it effective? Is it accessible? To whom? Who is the intended audience for the article? Who would most profit from reading it?
- What is the point that grabs your particular interest and why? Explain/clarify that point and show how the author deals with it. Prepare a short lesson to teach that one point to your classmates. For that, you need to flag relevant passages from the article where the author is discussing the point of your interest. Write a summary of these passages using a combination of paraphrase and quotation properly introduced with signal phrase and accompanied by in-text citation.

- Ask yourself: What are the reasons why this particular point is interesting to you? How would you further develop that point in your research? What would you like to investigate and how? What do you hope to discover? Draft your research/focus question(s).
- How do you like the way the author treats the topic? Do you agree with the author? Do you agree with the treatment of the topic? Where and how do you disagree with the author? Where and what are the limitations of the article? Write several sentences in response to this set of questions.
- Would you recommend others to read this article? Who should read it and why? What are your reasons for recommending it?

Step 2: Writing

Outline your essay; it must include all key parts of a critical analysis/review: thesis statement articulating your reaction and response to the work; summary; evaluation/interpretation; and response. Write and revise your essay for substance, structure, sequence, and style. Follow the outline pattern you are already familiar with:

- I. Background information to help your readers understand the nature of the work
 - A. Information about the work
 1. Title
 2. Author
 3. Publication information
 4. Statement of topic and purpose (What is it about and what is its purpose?)
 - B. Thesis statement indicating YOUR overall evaluation of the work
- II. Summary of the work → Purpose is to summarize it
 - A. The main point of the work
 - B. Supporting points
- III. Interpretation/Evaluation → Purpose is to analyze, interpret, and evaluate the work
 - A. Discussion of the work's organization – rhetorical strategies (the use of rhetorical modes of exposition; organization and order of parts; transitions; the use of cohesive ties)
 - B. Discussion of the work's style (the use of language, tone, and voice; author's attitude towards ideas)
 - C. Analysis of the author's argument (the use of argumentation and evidence in support; the use of persuasive appeals, such as logic, emotion, credibility)

- D. Discussion of how the work appeals to a particular audience (who is the intended audience? Who would benefit from studying the work? How would they benefit?)
- IV. Response → Purpose is to clarify YOUR personal reaction to the work (Here you may want to draw on what you know about the topic from other sources)
- A. Discussion of the topic's treatment (i.e., to you personally, how relevant, interesting, insightful is the topic? How effectively does the author engage the topic?)
- B. Discussion of the point of particular interest (i.e., to you personally, what most grabs your attention in the work and why? If you were researching this topic further, what would you focus on and why?)

Length: approximately 600-700 words

Format: MLA

Type of Submission: electronic submission on Canvas

Value: 10%

Read and study the marking criteria used to evaluate Take-Home Essay #1:

> **English Proficiency** > Grammar and Sentence Structure, Clarity, Diction/Vocabulary, Awareness of Audience and Correct Use of Tone and Style.

> **Formatting, Mechanics, Professionalism, Ability to follow guidelines**

Your essay has been submitted on time in the format required; it follows the guidelines and has been formatted in the MLA style.

> **Genre Awareness**

Your essay demonstrates awareness of the genre of critical analysis and the ability to conduct the critical analysis process. You understand that the overall goal of the essay is to evaluate the work assigned/chosen for your review and all parts of your essay are geared toward that one main objective.

> **Structure/Organization/Paragraphing**

Contains all parts: introduction, summary, interpretation/evaluation, and response; paragraphs are effectively developed and organized (clear and effective topic sentences, good flow – effective use of transition words/phrases, coherent, focused.)

> **Thesis Statement**

The essay has a thesis statement that identifies your evaluative position/reaction to the article you are reviewing and responds to the point of particular interest. The thesis contains the claim and reasons; it is clear and well-written; it is placed appropriately in the first paragraph; it is comprehensively developed and offers good directions for the review; it is insightful, debatable, and specific to the article you are reviewing.

> Effective Summary

The summary section of the essay demonstrates good genre awareness of what an effective summary is; it is clear, informative, concise, unbiased, uses your own words, uses a combination of quotations and paraphrases with appropriate signal phrase and in-text citation. You are attentive to the critical vocabulary of your source text/target article.

> Interpretation/Evaluation

The essay offers comments on the relevant features of the article that is the target of your critical review. These may focus on one or several aspects of the article, such as its organization, its argument, use of evidence, rhetorical/persuasive appeals; language/style, and/or intended audience.

> Response

The essay contains a response section which reflects your position on the author's treatment of the topic, your interests in it, and your overall recommendations concerning this article.

> Use of Textual Evidence

Your essay uses extensively and effectively quotations and paraphrases from the article that is the target of your critical review. All information extracted from this text is properly referenced/introduced with signal phrases. Your signal phrases use a range of active verbs that reflect your critical understanding of the material cited.

> Originality/Creativity/Effort

Your essay demonstrates originality, creativity, and critical effort in responding to the target article with an original idea for a research project. Your essay has an original and insightful title.

GUIDELINES FOR DELIVERING THE ORAL PRESENTATION

The presentation must be approximately 5-6 minutes in length; it should not exceed that length; it should not be too short.

The presentation must be delivered by speech without reading from a script. You are welcome to have some notes guiding you but do not write out parts of the presentation as you will be tempted to read them and you will lose marks for doing that. It makes good sense to rehearse this presentation once or twice and you're welcome to videotape yourself and analyze how you are doing.

The presentation must be delivered with your webcam on (or in front of the audience for in-person mode). Your audience must clearly see you present.

The presentation must be accompanied by a 1-2 page outline of the essay composed according to the formal outline pattern. The outline must be shared on screen (or shown on the classroom screen from the class computer for in-person mode) during your presentation. The outline must be clearly readable; it must indicate your thesis with the overall evaluation of the article and key points supporting your evaluation.

The presentation must be organized and must follow the organization of the parts of the critical review essay. It must deliver a clear and effective thesis statement in the opening segment. This thesis must explain your position on the article or part of it selected as a target of your review. The main point and

key supporting points of the article must be delivered concisely. Keep this part short, not exceeding 1 minute. The bulk of the presentation should focus on the interpretation/evaluation/analysis and the response parts. Those are the most interesting and unique parts of the review. In the response part feel free to elaborate on the point of particular interest that grabs you in the article. Talk about that point as a focus/narrowed topic of your research: why is it interesting? How is that point discussed in the article? What are you going to further research about it?

Read the marking criteria used to evaluate your 1st In-Class/Virtual Class Oral Presentation:

CONTENT

- > shows good critical comprehension of the selected article
- > engages ideas and discourse at the expected level of complexity
- > understands the task of analysis and provides an overview of the relevant strengths of the article
- > offers critical comments on points of interest and their relevance

ORGANIZATION

- > Meets time/length requirement of approximately 5-6 min
- > Has a clear sense of beginning, middle, and end
- > Covers the necessary parts
 - > summary and brief review of the article
 - > clear and insightful analysis/interpretation/evaluation of the article
 - > explanation and commentary on a point of particular interest (i.e., response)

STYLE OF PRESENTING > Fluency

- > delivered by speech from notes and not by reading
- > speech smoothly flowing with no interruptions
- > good pace, not too slow or too fast
- > limited self-correction or repetition

STYLE OF PRESENTING > Grammar

- > skilled use of discourse to connect ideas
- > ability to handle complex sentences through coordination/subordination
- > avoids verb tense mistakes
- > avoids subject-verb agreement mistakes

STYLE OF PRESENTING > Vocabulary

- > uses a wide range of vocabulary
- > precise word choice
- > uses correct word forms
- > skilled use of English idiomatic expressions

STYLE OF PRESENTING > Pronunciation

- > voice is audible
- > adequate intonation
- > words and phrases pronounced correctly
- > accent doesn't interfere with comprehension

PROFESSIONALISM

- Student arrives on time assigned for his/her presentation
- Student understands the purpose of this assignment
- Student is prepared and media ready to deliver an awesome presentation that reflects his/her knowledge of the subject and capacity to discuss it insightfully and engagingly
- Student is attentive and involved in the presentations of his/her classmates

SAMPLE CRITICAL REVIEW

In the remaining portion of the document there are several Practice Exercises with samples of individual parts of and whole reviews. Read as many samples as you can. Read them attentively assessing their strengths and weaknesses.

PRACTICE EXERCISE → Read, annotate, analyze, and evaluate assigned parts of the 1st draft of the critical review project. In your evaluations, refer to the guidelines. As well, check for clarity, grammar, and style.

1) Introductory/opening paragraph is supposed to provide:

- I. Background information to help your readers understand the nature of the work
 - A. Information about the work
 1. Title
 2. Author
 3. Publication information
 4. Statement of topic and purpose (What is it about and what is its purpose?)
 - B. Thesis statement indicating YOUR overall evaluation of the work

Read attentively and evaluate the opening paragraph of the critical analysis essay written by your peers:

SAMPLE1

It is an undeniable fact that all the credit goes to **social media** for making the present generation a digitalized generation. This article is a critical assessment of one of the anthologies of **academic readings**, “Benefits and Distractions of Social Media as Tools for Undergraduate **Student Learning**” by Emily Emerick, Paul Caldarella and Sharon J. Black which is written in a

mind-blowing manner. This academic **reading** is published by Project Innovation in 2019. This academic **reading** expertly and cleverly appraises **the** both sides of the coin i.e., benefits as well as the negative effects of social media on undergraduate students. In order to present a realistic appraisal, both the positive and negative sides are rigorously analyzed through surveys, experimental, **demographic data** and **theoretical information**. The thing which intrigues me the most is the aspect of collaborative and group work which could be possible only because of social media and its various platforms.

SAMPLE2

Due to technological advancements in the modern world and **globalization**, students move to different countries in search of better opportunities to grow but face various difficulties in adjusting to that environment. The article “Home Away Home: Better Understanding Of The Role Of Social Support In Predicting Cross Cultural Adjustment Among International Students” written by Yoko Baba and Megumi Hosoda talks about the difficulties such as stress, homesickness **etc.** faced by **international students** and the role of social support in helping them overcome these problems. Baba and Hosoda **explained** the role of social support in a very comprehensive way using relevant references and evidence and **illustrated** how social support could help students get relief from stress and stressors. The part that grabbed my attention **was the indication of stressors that had a huge impact on students** life and the research conducted as an evidence using Barrera's three models of social support to indicate that social support has a great impact on reducing stress in **students**(qtd. in Baba and Hosoda 4).

Tip: the most important part of the entire review is your thesis statement. And so, it's especially important to evaluate the thesis and indicate areas of improvement. Note that, as the guidelines say,

Your thesis must state your main reaction to the article, your overall evaluation of it indicating the point of your particular interest and the way the author handles that point in his/her/their article making a statement concerning it. Draft your thesis in two parts:

- evaluate the article in terms of its strengths (clarity of purpose and organization of parts; the use of language, style, tone and voice; argument and evidence supporting the argument; overall use value for the intended audience);
- respond to the article by indicating a point of particular interest – the focus of your research project → in that regard, answer: in your view, what point, example, or detail is particularly good/valuable about this article and why?

Look at the thesis statements in the samples below and assess how effectively they respond to the challenge:

SAMPLE3

Baba and Hosoda **explained** the role of social support in a very comprehensive way using relevant references and evidence and **illustrated** how social support could help students get relief from stress and stressors. The part that grabbed my attention **was the indication of stressors that had a huge impact on students** life and the research conducted as an evidence using Barrera's three models of social support to indicate that social support has a great impact on reducing stress in **students**(qtd. in Baba and Hosoda 4).

2) Summary Paragraph is supposed to be

- II. Summary of the work → Purpose is to summarize it
 - A. The main point of the work
 - B. Supporting points

At this point, you need to remind yourselves of the lesson we learned in the first weeks of the course. What are the features of an effective summary? List those features here to have clear and strong criteria of evaluating the summary paragraphs

SAMPLE4

The authors, Baba and Hosoda, explain the relationship between social support, stressors and the adjustment among international **students(1)**. **However**, Sumer, Poyrazli and Grahame also claim that it becomes difficult for students to adjust to a new social and educational space which becomes stressful for **them(qtd. in Baba and Hosoda 2)**. In addition, they also **argued some other additional factors** like financial stress, social disconnectedness **etc** which are faced by international students when they come to study overseas and cause an adverse effect on **students(qtd. in Baba and Hosoda 2)**. Furthermore, the author **explained** Barrera's three models of social support to examine the relation between social support and the stress factors like financial stress and social **disconnectedness(qtd in Baba and Hosoda 9)**.

SAMPLE5

The article "How Mindset Predicts Conspicuous Consumption" explains that people with fixed mindset who believe that human attributes are innate and cannot change are more involved in consuming luxurious and expensive items as compared to those who believe that **believe that** human attributes can be changed by practice i.e., people with growth mindset. **Moreover, Park and John observed** that, "people with a more fixed (vs. growth) mindset prefer advertisements with signaling opportunities, that is, ways to show others that they have the qualities associated with the advertisements" (qtd. in Sun et al. 2) whereas Yorkston, Nunes and Matta **observed** that, "people with a growth (vs. fixed) mindset are more open to brand extensions." (qtd. in Sun et al. 2)

3) Analysis/Interpretation and Response Paragraphs are supposed to consist of

- III. Interpretation/Evaluation → Purpose is to analyze, interpret, and evaluate the work
 - A. Discussion of the work's organization – rhetorical strategies (the use of rhetorical modes of exposition; organization and order of parts; transitions; the use of cohesive ties)
 - B. Discussion of the work's style (the use of language, tone, and voice; author's attitude towards ideas)
 - C. Analysis of the author's argument (the use of argumentation and evidence in support; the use of persuasive appeals, such as logic, emotion, credibility)
 - D. Discussion of how the work appeals to a particular audience (who is the intended audience? Who would benefit from studying the work? How would they benefit?)
- IV. Response → Purpose is to clarify YOUR personal reaction to the work (Here you may want to draw on what you know about the topic from other sources)
 - A. Discussion of the topic's treatment (i.e., to you personally, how relevant, interesting, insightful is the topic? How effectively does the author engage the topic?)
 - B. Discussion of the point of particular interest (i.e., to you personally, what most grabs your attention in the work and why? If you were researching this topic further, what would you focus on and why?)

SAMPLE6

This expository article by Sun et al. is well-organised along with supporting evidence from various research. All sub-topics are clearly mentioned. The introduction of this article is quite formal with definition of conspicuous consumption and explanation of the road map of the article. The literature review, hypothesis, method and all other **topics works well along with the whole article**. The conclusion is even shorter than introduction. The article is managed in a good way with **the sub-title of sub-topics**. However, this article seems to be repetitive as the

authors keep on repeating that people with fixed mindset consume more conspicuously than the people with growth mindset.

Apart from organisation, the clarity of language is **balanced all along the article**. The language is so easy to understand that even high school students can easily understand the language of this article. However, the language used **in 'method' sub-title** is ambiguous as the method used in **this** can be hard to understand for those who haven't studied statistics or mathematics at higher level.

'How Mindset Predicts Conspicuous Consumption' is a kind of expository essay which **shed** light on the consumption pattern of people with fixed and growth mindset. The authors establish a well defined and organised relationship between the consumption pattern and mindset. As we are consumer, so this article particularly appeals to all of us, whether one is only a consumer or one who is involved in marketing field. This article will help consumers as well as people who are involved in marketing field because both will understand the patterns of consumption and can get benefits from **it**. Moreover, the research of various researchers **mention** in this article adds to the credibility of this article.

Personally, I find this article to be super cool. **As** before reading this article, I believe that people with growth mindset consume more conspicuously than those who have fixed mindset but after reading this article my perspective is changed. This **article is eye-catching** for all because this is related to **all whether to consumers** or a person working in marketing or advertising field. The content of the article is **relative to the title and topic** of this article. The performance goal's involvement in conspicuous consumption and impact on one's mindset is the most attractive part for me. **If I would further go into deep study** of this article, I would love

to investigate the relationship among mindset, performance goal orientation and conspicuous consumption. This article is a recommendable article to all because even if a **child** reads this article, then he/she will be aware of the mindset and consumption patterns.

Overall, this is a good article in all senses in spite of some difficulties. This article shows that consumption is closely related to the mindset of a person. So, a person irrespective of age, sex, education, yearly income who has fixed mindset spend more on luxurious items than a person who has growth mindset.

PRACTICE EXERCISE → let's examine the whole essay. Working in small groups, read, annotate, analyze, and assess sample assigned to your group. Use Marking Criteria provided. For each sample, score the essay based on the set of criteria listed. Prepare to deliver your analysis and assessment and share it with your classmates.

SAMPLE ESSAY #1

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Tomasz Michalak

ENGL100F

13 March 2022

Critical Analysis of *I Cannot Change, So I Buy Who I Am: How Mindset Predicts Conspicuous Consumption*

The article *I Cannot Change, So I Buy Who I Am: How Mindset Predicts Conspicuous Consumption* is written by Lining Sun, Jiqiang Li and Yi Hu which was published by *Scientific Journal* Publisher in 2020. It is an expository writing about how mindset plays an important role in consumer behavior. The authors write the article to explore how conspicuous consumption is affected by mindset and what role does performance orientation goal play in this relationship. I think it is a persuasive article which is consisted of clear definition of analysis variables, orderly argumentation process and effective argument method. Moreover, this article is a reasonable extension of previous research and a solid foundation for subsequent researchers. It also has important strategic significance for related industries.

In this article, the authors claim that people with a fixed mindset are more likely to make conspicuous consumption compared to people who have a growth mindset under the intermediate impact of performance orientation goal(Sun et al.). To illustrate this argument, the authors state and summarize the previous research that mindset is decisive for people's behavior. Furthermore, they find that there is a relationship between consumer behavior and mindset. Based on the result of research, the author propose that the more fixed the mindset is, the more likely conspicuous consumption is proceeded and introduce the term "Performance Orientation

Goal” to prove this point. After using statistical approaches and gathering the data by making tables and figure, they conclude people with fixed mindset are more likely to perform conspicuous consumption to make a good impression on others(Sun et al.).

In my opinion, this is a well-structured and logical article. The authors firstly review previous research which explains the definition of those analysis variables such as mindset and conspicuous consumption and propose hypotheses. Then they introduce experimental procedures and methods to explore the relationship and draw a result and make comparison. These steps make the whole article well ordered and precise article. All the relationships in this article are clearly stated. I believe the authors have specific and well delivered thesis in this article. The language used in this article is so straightforward that people can understand it. The key words are also explained in it.

The main argument of this article is solid: “People with fixed mindset tend to perform conspicuous consumption” (Sun et al.) which is impressive. For the supporting evidence, the authors use professional literature as evidence to promote the trend of the article and illustrate the definition of terms. They use clear numbers as experimental data to get the results. They are also rigorous to add some tables and a figure to contrast those experimental objectives and explain the relationship. There is some logical connections as well. Authors use specific linking words and sentences to connect the preceding and the following which is professional. I think the article is meaningful for those who work in the product operating field because they can analyze the target customers with the theory which has been confirmed in this article to achieve success. It is also good for scholars who want to continue exploring the relationship between consumer’s behavior and mindset as a solid foundation.

Personally I think the topic is time-based which means it fits the background of the time. As

the authors mention in article, people are more **available to the luxury goods** and services, so they have more likely to perform conspicuous consumption because of the development of **economy**(Sun et al.). So it is reasonable and meaningful to discuss this topic. Additionally, as it helps the product operator succeed, it has the commercial value. In this article, I specially like the limitation part. The authors admit there is limitation of this article. I am **thinking of if** the relationship between mindset and conspicuous consumption remains valid **when giving different social culture** like in China. This article is suitable for business students and people who have some business ideas. As I mentioned above, it has commercial value. They can provide different marketing strategies for people with different mindsets. For instant, I can launch a new brand of sneakers based on street style(related to hip-hop) with a slogan like “The most original hip-hop shoes targeting at people with fixed mindset which means they want others know they are “huge hip-hop fan”. To sum up, the article is valuable for people.

Work Cited

Sun, Lining et al., “I Cannot Change, So I Buy Who I Am: How Mindset Predicts Conspicuous Consumption”, *Social Behavior and Personality: An international journal*. Scientific Journal Publisher, 2020, pp. 1-10.

CRITICAL REVIEW/ANALYSIS ESSAY → MARKING RUBRIC

> **English Proficiency** > Grammar and Sentence Structure, Clarity, Diction/Vocabulary, Awareness of Audience and Correct Use of Tone and Style.

> **Formatting, Mechanics, Professionalism, Ability to follow guidelines**

Your essay has been submitted on time in the format required; it follows the guidelines and has been formatted in the MLA style.

> Genre Awareness

Your essay demonstrates awareness of the genre of critical analysis and the ability to conduct the critical analysis process. You understand that the overall goal of the essay is to evaluate the work assigned/chosen for your review and all parts of your essay are geared toward that one main objective.

> Structure/Organization/Paragraphing

Contains all parts: introduction, summary, interpretation/evaluation, and response; paragraphs are effectively developed and organized (clear and effective topic sentences, good flow – effective use of transition words/phrases, coherent, focused.)

> Thesis Statement

The essay has a thesis statement that identifies your evaluative position/reaction to the article you are reviewing and responds to the point of particular interest. The thesis contains the claim and reasons; it is clear and well-written; it is placed appropriately in the first paragraph; it is comprehensively developed and offers good directions for the review; it is insightful, debatable, and specific to the article you are reviewing.

> Effective Summary

The summary section of the essay demonstrates good genre awareness of what an effective summary is; it is clear, informative, concise, unbiased, uses your own words, uses a combination of quotations and paraphrases with appropriate signal phrase and in-text citation. You are attentive to the critical vocabulary of your source text/target article.

> Interpretation/Evaluation

The essay offers comments on the relevant features of the article that is the target of your critical review. These may focus on one or several aspects of the article, such as its organization, its argument, use of evidence, rhetorical/persuasive appeals; language/style, and/or intended audience.

> Response

The essay contains a response section which reflects your position on the author's treatment of the topic, your interests in it, and your overall recommendations concerning this article.

> Use of Textual Evidence

Your essay uses extensively and effectively quotations and paraphrases from the article that is the target of your critical review. All information extracted from this text is properly referenced/introduced with signal phrases. Your signal phrases use a range of active verbs that reflect your critical understanding of the material cited.

> Originality/Creativity/Effort

Your essay demonstrates originality, creativity, and critical effort in responding to the target article with an original idea for a research project. Your essay has an original and insightful title.

SAMPLE ESSAY #2

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Tomasz Michalak

ENGL 100G

13 March 2022

Advertisement **Empower** Female

Books on feminism and research on gender equality have a smaller impact on generating gender images than media images and ads. To further objectify women and place all of the attention on their physical appearance, commercials will continue to depend on stereotypes and generalisations. Those advertising **had** an impact on customers' self-images. According to the authors, people who **saw** an ad for an enhancing product rated themselves less favourably than those who saw the same product without the advertising context. Problem-solving goods did not have the same effect. Advertising for beauty-enhancing items appears to make people believe that they aren't as attractive as they should be. Even without a human model, consumers seem to "compare" themselves to product images in commercials. Researchers **concluded** that "exposure to beauty-enhancing items in commercials reduced consumers' self-evaluations in much the same manner that exposure to skinny and attractive models in advertisements has been proven to lower self-evaluations.

Every day, women are subjected to an onslaught of commercials and the implicit messages they convey. Consumers' buying decisions are shaped by the messages they receive as a result of decades of media sexism and oversexualization. Beauty ads have been shown to have a negative impact on women in three previous studies. In order to better understand why women buy beauty goods, these effects are examined through the perspective of female consumer behaviour. The beauty and advertising sectors are firmly under the thumb of sexism, as evidenced by the existence of a correlation between adverse consequences and consumer incentives. Analysis of the beauty content this outlines current advertising trends and the possible effects of the rising advertising industry the refusal to tolerate sexual harassment.

The oversexualization of women in magazine print advertisements is also a topic of this inquiry, which includes a content analysis based on imagery and other visual components. The findings of this study are taken a step further. There will be no advertising for male beauty goods included in this investigation because it is too short and focused. Images employed by the beauty business have been shown to have unfavourable effects on female consumers, according to the research premise.

Because of all the marketing on billboards, in retail stores, in magazines and newspapers, on television and on social media platforms, people are pushed to use their financial, emotional, and physical resources to enhance their public image by purchasing clothing, accessories, and make-up. Ads are never the show, letter, website, or portion of a newspaper people are looking for, nor the part of a newspaper they are reading. Symbolism, rhetoric, and metaphor can all be found in advertisements in the form of visual imagery, colour, movement, and music. imagery constitutes pervasive and omnipresent powerful public body portrayals, integrating power exercises, surveillance, and normativity a show for the eyes of the masses Some socially progressive

marketing concepts have evolved in recent years as well as advertising initiatives (Xu, 2020). As an example, Unilever owns Dove, a personal care product line. campaign dubbed "Real Beauty" began in the United Kingdom to challenge the mainstream media-created definition of beauty.

Semiotics, as opposed to linguistics, which focuses solely on language, also considers nonverbal cues such as colour, lighting, gesture, facial expression, and spatial positioning. Visual communication is a semiotic medium that may convey a wide range of meanings to an audience. These meaning makers' semiotic choices not only depict the message but also constitute and preserve specific ideology through social practise. ideology is a term used in the CDA to describe a system of ideas, beliefs, and values that serves the interests of the wealthy and powerful and permeates all parts of daily life. When it comes to the field of critical discourse studies, it's all about analysing how the social-cultural context influences how language and images are used.

Bibliography

Xu, H. (2020). Can Beauty Advertisements Empower Women? A Critical Discourse Analysis of the SK-II's "Change Destiny" Campaign.
*file:///C:/Users/intag/Downloads/Xu%20&%20Tan%20Can%20Beauty%20Advertisemen
ts%20Empower%20Women.PDF.*

CRITICAL REVIEW/ANALYSIS ESSAY → MARKING RUBRIC

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The summary section of the essay demonstrates good genre awareness of what an effective summary is; it is clear, informative, concise, unbiased, uses your own words, uses a combination of quotations and paraphrases with appropriate signal phrase and in-text citation. You are attentive to the critical vocabulary of your source text/target article.

> Interpretation/Evaluation

The essay offers comments on the relevant features of the article that is the target of your critical review. These may focus on one or several aspects of the article, such as its organization, its argument, use of evidence, rhetorical/persuasive appeals; language/style, and/or intended audience.

> Response

The essay contains a response section which reflects your position on the author's treatment of the topic, your interests in it, and your overall recommendations concerning this article.

> Use of Textual Evidence

Your essay uses extensively and effectively quotations and paraphrases from the article that is the target of your critical review. All information extracted from this text is properly referenced/introduced with signal phrases. Your signal phrases use a range of active verbs that reflect your critical understanding of the material cited.

> Originality/Creativity/Effort

Your essay demonstrates originality, creativity, and critical effort in responding to the target article with an original idea for a research project. Your essay has an original and insightful title.

