

Sample Student

February 3<sup>rd</sup>, 2021

Business 714

Week 2 Argument Analysis

**Comments & Grade Marks** (20-point rubric)

**Very good start.** There is some strong and lucid discussion work here and a lot of effective writing also – you’re effectively demonstrating a mastery of the argument analysis form at many points. You’re a smart reader. But the essay construction still needs additional work so that you end up with the kind of well-structured and effectively proofread close textual analysis of strategy and form in the work that we’re looking for in this assignment. See additional notes below.

**REVISION REQUIRED:** In order to pass the assignment and the course, I’ll need you to revise this piece of writing and submit a clean, error-free version that meets the minimum requirements of the assignment and responds to my marginal comments below. Please email attach that revision to me once it’s completed. You’ll have two weeks from the date you receive this graded version back to submit your revision. Please remember to insert the word REVISION in all caps after the last word of your file title.

<b>Assignment</b> -	Requirements, formatting & proofreading	<b>2.5/4</b>
<b>Form &amp; Focus</b> -	Statement of purpose and/or thesis position	<b>4/4</b>
<b>Language</b> -	Focus, coherence & cohesion	<b>3/4</b>
<b>Paragraph</b> -	Development, support & construction	<b>3/4</b>
<b>Sentence</b> -	Control & correctness: Diction & grammar	<b>2.5/4</b>
<b>Late (-10%)</b>		-
<b>Total</b>		<b>0/20</b>

Remember that I only mark error patterns, not every error – you are expected to note these patterns and then actively apply the lessons I include on fixing those error patterns to all of your essay work, on your own. Revisions will be evaluated based on whether or not those error patterns have been effectively addressed throughout the entire essay, especially the areas of the essay not marked up. You can review some of the most common error patterns along with detailed explanations in Proofreading Notes and other editing documents found within the course.

Nowadays, brick-and-mortar retail is at risk of falling behind as e-commerce continues to grow exponentially. A wholesaler platform called “Alibaba” argues that in modern day, e-commerce platform is the easiest way to bring sellers and buyers together. The purpose of the article, “9 Ways to Optimize Your E-commerce Product Pages to Convert More Sale” brought to you by Alibaba.com is to advise sellers on how to enhance product pages to attract potential buyers. The intended readers are businesses or individuals who are interested in selling their products on platform like Alibaba. The writer’s rhetoric styles in the writing are logos, ethos, and economy of words.

**Commented [gc1]: Ineffective and/or missing titling –**

Do you have (other) **title ideas here**? Think about your thesis, or about your overall sense of the work as expressed in your essay discussion. The name of the assignment is not an effective essay title. Is there a way to creatively encapsulate that in your title so that we will have a sense right up front of where you stand or what you’ll be addressing in your discussion?

Titles should give us real information, but they should also tease us in a compelling way so that we’ll read on. This is true whether your work is a summary description or a sustained critical analysis, or something in between.

**Commented [gc2]: Eliminate generalities** like this one in academic writing.

If you have a specific statement or example in mind, give us that – otherwise, eliminate empty phrasing and idiomatic language that’s far too colloquial and informal in this setting or that does not add to the specificity and effectiveness of your coverage.

**Commented [gc3]: Eliminate 2nd person speech** (*you, your, you’re*) from academic writing as is called for in the assignment description.

2<sup>nd</sup> person speech is far too intimate and informal for academic writing – it assumes a connection between you and your unknown reader that you don’t have, and it assumes knowledge in your unknown reader that you cannot assume.

2<sup>nd</sup> person speech takes the rhetorical focus of your discussion off of the text – which you don’t want. Keep your focus on the work, not an unknown reader, and only refer to a general reading audience as “the reader,” “readers,” “we,” “us,” etc. In formal writing, the rules are different from spoken word. Monitor for tone and try to move away from writing like you speak.

Please proofread carefully for this error pattern in your work.

**Commented [gc4]: Ww – advise**

**Commented [gc5]: Very nice opening exposition up to this point.**

This kind of summation of some of the principal modes of argumentation at work in the source effectively situates us in the text and indicates the direction of your discussion to follow, and it’s well articulated and succinct. Good.

Even though, the article is short, the writer successfully incorporated information based on expertise and fact to persuade readers. One thing the writer is lacking on is providing more information that will differentiate Alibaba from its competitors. For this reason, the writer failed to use Kairos, seize the opportunity, to convey readers to join Alibaba.

**Commented [gc6]: Unnecessary comma(s):** No punctuation is required to separate these two parts of your sentence. Let the transition language you've chosen do the work of bridging these linked ideas on its own without the addition of unneeded additional punctuation.

You can review the primary comma rules here: <https://www.grammarly.com/blog/comma/>.

**Commented [gc7]: Incorrect verb tense / verb form.** Per the assignment description, write about the text consistently in the **present** tense, *not* past tense and *not* a mix of multiple tenses in the same sentence. That's the standard convention for this kind of academic writing. **Please proofread carefully for this error pattern in your work.**

(Adopt the past tense *only* when directly describing something specific from the text that is already described in the past tense by the writer him/herself. Otherwise, stay in the present tense.)

**Commented [gc8]: Plural**

**Commented [gc9]: Incorrect verb tense / verb form.** Again, write about the text consistently in the **present** tense, *not* past tense and *not* a mix of multiple tenses in the same sentence. Use present tense verbs only when discussing a text – that's the standard convention for this kind of academic writing.

**Commented [gc10]: Ww - convince**

**Commented [gc11]: Strong thesis formulation:** A clear subjective position that's very well-articulated, appropriate to the assignment, and a nuanced and compelling observation of argument and strategy on which you can build a textual analysis to follow. Nicely done.

Throughout the article, the writer effectively uses **logos and ethos** argument to convince his/her readers on what buyers are looking for in a wholesaler's product pages before deciding to purchase. For an example, the writer **stated**, "If you don't list all the information you can answer potential questions upfront, you risk creating a longer sales cycle...Take time to add detail on product feature, pictures, sized, materials, and general capabilities of your company." Certainly, the writer understands the logic appeal behind longer sales cycle means sellers will not get their money on time. In addition, the writer knows one of the buyer's characteristics is that without seeing and touching the product in person, every detail about the product is critical in decision making.

The writer **engaged** with his/her readers constructively by using economy of words. The

**Commented [gc12]:** Astute **identification of the appeals** the author uses in his/her persuasive speech. You're right to discuss them here, as they're clearly linked in strategy to other forms of persuasive argumentation deployed in the piece.

**Commented [gc13]:** Good. A focused, **well-articulated evaluative topic opening** that echoes and extends your thesis formulation (or what it should be) and gives us a clear enough idea of where you're taking the discussion. This is the kind of evaluation-based sentence we're looking for at the head of every internal paragraph after the introduction.

**Commented [gc14]:** **Fine close reading here and good use of the text** for direct support and illustration of your conclusions and observations.

**Commented [gc15]:** **Unclear link to topic argument and thesis. Be careful not to close with summary statements.** Return us to the argument focus of the paragraph (if there is one) and the essay instead. Re-contextualize your argument at the close of each summary/body paragraph. What aspect of rhetorical strategy or argument in the work does this material illustrate, and **what's your subjective assessment of the success or failure of that effort here?**

We're looking for closing *analysis* of argument and strategy in the work at this point in the paragraph, not simple reporting on it. Justify your conclusions in the paragraph by linking them back to your primary topic argument(s) for the paragraph. Make your topic argument again here, with new language.

Resist the urge to retell or summarize or comment on the content of the work at the close of paragraph discussions – that's not textual analysis nor is it the assignment. Instead, create a close, critical, **subjective evaluation** of specific rhetorical strategies in the work that's clearly tied back to your thesis formulation at the head of the essay.

**Commented [gc16]:** Very good. You're (again) refocusing the discussion around **argument about strategy and form** (which extends your thesis formulation) rather than summary description of the narrative. This kind of clear and succinct topic argument statement is what I'm looking for at the head of every internal paragraph.

writing is straightforward and easy to read. Thus, readers can focus on the context and not get bored. For instance, in the introduction, the writer uses two sentences to give background information on how business-to-business (B2B) platform evolved. Then, two more sentences to define what B2B market model is. Finally, end with two sentences to lead readers to the purpose of the article which is advice sellers on how to enhance product pages to attract potential buyers. The writer **practice** using fewer words to say more.

Teaching sellers how to optimize their product pages is writer's purpose. Another purpose of the writer is to promote Alibaba. For instance, the writer **stated** in the introduction "...Alibaba.com is a global B2B marketplace with a growing online footprint in the U.S." Then, in the middle of the article the writer **stated** "Some sellers on B2B marketplace like Alibaba.com have the ability to fully customize a new product..." This information is intended to argue that Alibaba is a competitive wholesaler platform compare to competitors. In this case, the writer **failed** using Kairos to seize the opportunity, promoting Alibaba in a way that sellers and buyers are convince that other platforms are incomparable.

**Commented [gc17]: Perceptive discussion regarding how form is linked to meaning.** You're linking the choices a writer makes (or doesn't make) to use certain rhetorical strategies and argumentative modes to his/her effort to communicate intent. Form frames and justifies content in good writing and image work. This is exactly the kind of connection you should be reaching for in your textual interrogation here. Very good.

**Commented [gc18]: Noun-Verb agreement error.** Nouns must "agree" in number with all of the verbs that are connected to them. For example, in the sentence "Myths defines a culture" the verb *defines* does not "agree" with its subject because it's singular, yet the word *myths* is plural. Both words need to be either singular, or plural – this is called "agreement." In this example, one or the other of those two words will have to drop its "s" in order to agree in number with the other word. Please proofread carefully for this error pattern in your work.

**Commented [gc19]: Unclear link to thesis: Missing topic argument.** (Again,) which specific argument strategy are you focusing on here? Identify a specific argument pattern or rhetorical strategy you're interrogating, and then give us your subjective assessment of its success or failure.

This focused identification of argument strategy and your clearly articulated position on its effectiveness *must* bookend the paragraph discussion in order to set/close the paragraph agenda and focus the analysis work in it (in addition to aligning your writing with the needs of the assignment).

Avoid opening an analysis of textual strategy with a summary description of the work (or an un-contextualized editorial comment on it). Instead, lead with a clear **subjective evaluation** of specific rhetorical strategies in the work.

**Commented [gc20]: Eliminate ellipsis (...) at the beginning of quotes.** Indicate that you are beginning the quote from the middle of a passage with just a lowercase letter for the first word of your quote instead.

Overall, the writer's format is easy to read and informative. The writer has successfully use logos and ethos argument to convince readers that enhancing product pages can increase the likelihood of a buyer to make a purchase. Even so, the writer failed to differentiate Alibaba from its competitors with appealing argument. The Kairos is missing to convey his/her readers on what other values, features, technologies, etc. Alibaba have to offer that other competitors are not able to replicate.

Commented [gc21]: Ww - used

Commented [gc22]: **Underdeveloped conclusion.** This is a very good start at conclusion work, but even for a short essay like this one you need a more developed concluding discussion that seeks to re-collect your thoughts, offer us some overall summary along with an evaluation of the arguments used, etc. Again, we're looking for **6-8 sentences** of synthesizing material here.

Behave as if your audience is disinterested and ignorant of the information you possess, and needs to be engaged, educated, persuaded at every turn – all of which is very often the case in real-life (professional) contexts. This is your final and most important opportunity to shape and influence our perceptions in a way that's in line with your own positions here. Never underestimate the authority of a powerful and complete closing.

**This box** represents the amount of missing material that would need to be added to this essay in order to bring it up to the required minimum full-page length (12 point double spaced Times text, 1" margins all four sides, text top to bottom not including your name and date information atop the first page) for the assignment. Please be sure to hit the full minimum page counts for each writing task so that I can give you the credit you otherwise deserve for your good work.

Works Cited

"9 Ways to Optimize Your E-Commerce Product Pages to Convert More Sales." *Entrepreneur*,  
13 Jan. 2020, [www.entrepreneur.com/article/344698](http://www.entrepreneur.com/article/344698).

**Commented [gc23]: Missing information.** This is an **incomplete and/or incorrectly formatted entry** because it's missing required basic information required for the cited source(s) and/or it doesn't follow standard MLA conventions for listing sources. Entries get punctuated correctly and then they should also generally include the following pieces of information, correctly ordered: **author(s), title(s), editor(s)** (if applicable), **publisher, place of publishing, most recent copyright date.**

**Commented [gc24]: Incorrect spacing.** List entries (and any accompanying annotations) are to be **uniformly double-spaced** just like the rest of the essay text.