

# Reading response 3

*by* Isabela Kent

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*Thinking through Theory* Reading Response #3

In the different texts explored in this unit, all of the speakers and authors discussed their theories that were, in part, consequences of their own life experiences. This is most especially the case for Chimamanda Ngozi Adichie, who explains in her Ted Talk, “The Danger of a Single Story”, how her inexperience to multiple perspectives throughout her upbringing greatly impacted her views of herself, others, and the world. For example, Ngozi shares with the audience her early childhood memories of writing stories with characters who had white skin and blue eyes. She had not been exposed to people like that in Nigeria, but they were the only types of people she read about in her American and British books. Never did she realize that girls like herself could exist in writing because she had only been exposed to a “single story” about who or what belongs in literature.

Ngozi’s message about the dangers of the single story holds true not just for herself, but for all women’s experiences in literature, according to a feminist theory written by Jonathan Culler. In “Reading as a Woman”, Culler makes the claims that most literature is not made for women, and they have been conditioned to either identify with male characters or to adjust to the underlying bias against women that is often present in writing. One of Culler’s most eye-opening perspectives for me personally is captured by this flashpoint, where he states, “Confronting such plots, the woman reader, like other readers, is powerfully impelled by the structure of the novel

to identify with a hero who makes woman the enemy” (514). What he goes on to explain is that in their reading experiences, women often find themselves trying to relate to the male protagonists, as there are so few literary works that paint women in a positive, non-superficial way.

Culler’s theory made me examine the lack of fair representation of women in my own experiences as a reader, and how in the case of novels such as *The Catcher in the Rye*, I found myself working at relating to Holden Caulfield, the teenage male protagonist, even though he spewed many degrading comments about the women in his life throughout the novel. As I reflect on that particular literary encounter, I also think about how I will read in more complex ways in the future by refusing to accept a single story and to always strive for different perspectives, both about women and everyone’s stories in the world.

# Reading response 3

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## GRADEMARK REPORT

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FINAL GRADE

**/100**

GENERAL COMMENTS

**Instructor**

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PAGE 2

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## CLARITY/FOCUS

Clarity and Focus: Present a clear central idea early in the essay and focus on proving it.

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ADVANCED	The essay contains a clear, focused, and effective central idea that thoroughly addresses the demands of the prompt and fulfills the writing purpose. The central idea is significant, meaningful, and engages the audience in a way that contributes important ideas to the topic or related field.
PROFICIENT	The essay contains a clear, focused, and effective central idea that thoroughly addresses the demands of the prompt and fulfills the writing purpose. The central idea is significant, meaningful, and engages the audience.
DEVELOPING	The essay contains a clear, focused, and effective central idea that addresses the demands of the prompt and fulfills the writing purpose. The central idea engages the audience to some degree.
EMERGING	The essay contains a central idea that may not be completely clear and focused; the central idea also may not be completely effective in addressing the demands of the prompt, fulfilling the writing purpose, or appropriately engaging the audience.

## DEVELOPMENT

Development: Use facts, definitions, and information from other sources to support and develop your central idea about the issue or topic.

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ADVANCED	The essay develops the central idea with highly significant, well-chosen, relevant facts, extended definitions, concrete examples, quotations, etc. that thoroughly address the audience's understanding of the topic in a logical and reasonable way.
PROFICIENT	The essay develops the central idea with the most significant, well-chosen, relevant facts, extended definitions, concrete examples, quotations, etc. that address the audience's understanding of the topic sufficiently.
DEVELOPING	The essay develops the central idea with well-chosen, relevant, and sufficient facts, extended definitions, concrete examples, quotations, etc. that address the audience's understanding of the topic.
EMERGING	The essay develops a central idea with facts, definitions, examples, quotations, etc. The writing may not feature details that sufficiently develop the central idea or may incorporate details that are not well-chosen, generally addressing the audience's understanding of the topic.

## ORGANIZATION

Organization: Include an engaging introduction and strong conclusion. Use transitions throughout the essay to make connections clear.

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ADVANCED	The essay uses an organizational structure where each new element builds to create a unified whole. The structure enhances and develops the central idea with appropriate,
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varied transitions that show relationships between and among complex details. The structure also helps to make important connections and distinctions between ideas, linking major sections of the text and creating a clear sense of cohesion throughout. The essay has an engaging introductory paragraph, as well as a thoughtful concluding statement/paragraph that follows from and supports ideas presented.

PROFICIENT

The essay uses an organizational structure that enhances ideas and development with appropriate, varied transitions that show relationships between and among complex ideas. The structure also helps to make important connections and distinctions between ideas, linking major sections of the text and creating a sense of cohesion throughout. The essay has an engaging introductory paragraph, as well as a thoughtful concluding statement/paragraph that supports ideas presented.

DEVELOPING

The essay uses an organizational structure that enhances ideas with appropriate, varied transitions that show relationships between and among complex ideas. The structure also helps to make important connections and distinctions between ideas, linking major sections of the text and creating a sense of cohesion throughout. The essay has an introductory paragraph, as well as a concluding statement/paragraph that follows from and supports ideas presented.

EMERGING

The lack of structure and appropriate, varied, and effective transitions make the essay difficult to understand. Entire structural elements are missing, such as an introductory paragraph and/or concluding statement/paragraph, or the structural elements do not properly support the ideas presented.

## LANG/STYLE

Language and Style: Use specific, interesting language and clear sentence structure to communicate ideas.

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ADVANCED

The essay has an established, formal style and objective tone that is maintained throughout. The essay uses mostly correct, varied sentence structure and uses precise language and domain-specific vocabulary in a way that addresses the complexity of the topic. Few errors are present, and they do not interfere with meaning.

PROFICIENT

The essay has an established, formal style that is maintained throughout. The essay uses mostly correct, varied sentence structure and generally uses precise language and domain-specific vocabulary in way that generally addresses the complexity of the topic. The essay may have some errors, but they do not interfere with meaning.

DEVELOPING

The essay attempts to establish a formal style that may not be maintained throughout. The essay attempts to vary sentence structure and uses some precise language that may be domain-specific at times in a way that may address the complexity of the topic inconsistently. The essay contains some errors that may, at times, interfere with meaning.

EMERGING

The essay does not establish and/or maintain a formal style. The essay uses little variety in sentence structure, and the language is general and not domain-specific. The essay contains errors that interfere with meaning.