

Unit 3: EXPLOITATION

Book Deconstruction

Deconstruct the books, either Girls Like Us by Rachel Lloyd or A Long Way Gone by Ishmael Beah. Use this outline to help you not only format the assignment but to also check you have all aspects. The emphasis on this assignment is to identify analysis, as well as to identify a range of global topics on exploitation. This should help further all your global skills: analysis, data collection, validation, organization, and general writing and reading skills (which are always important).

Follow this outline, this is the preferred method for easier and quicker grading. It should also help you for getting a better score:

1. **Thesis and Concession.** EXPLANATION: Identify the thesis and the concession of the author. What question does the author address? What viewpoint do they take? Ask these questions to help you find their thesis and concession. (You may find the author doesn't offer a concession). It might be helpful to identify the question the author addresses before putting your reasons.
2. **Reasons** EXPLANATION: What were the authors reasons for their thesis? Identify these reasons that supported the thesis. 5 should be identified for each side for full credit. If you are including the concession you need to have reasons, though maybe less than the thesis, and examples supporting it.
 1. **Examples** EXPLANATION: 5 examples are needed in total. For each reason, you need a minimum of one example to support the reason. You do not need to analyze the example, just quote it and cite the page you found it on. Adding more than one example to each reason is useful to yourself later.
3. **Conclusion** EXPLANATION: What is the conclusion the author gives to finish the book and get you understand their perspective? This should be a well-developed paragraph, not a restatement of the thesis and concession.
4. **Validation** EXPLANATION: Identify the author and his/her background. Are they a professional in their field? Are they able to write this book with enough knowledge at hand? Do they have a personal investment in writing this book? Answer these questions along with any negatives that are relevant.
5. **Reflection** EXPLANATION: Reflect like you would a paper 2. What was your original viewpoint? How has the research process (reading the book) changed your personal standpoint? And what should be done in your next research on this topic? (future)
6. **5 questions about the book.** EXPLANATION: What are you wondering about the book? Does the author miss something? A bulleted list is nice but numbers are great too!
 1. Question 1
 2. Question 2...etc.
7. **20 facts with page numbers** EXPLANATION: What facts did you learn? This should be a simple reorganization, and elaboration, of your notes and highlights you've been taking since Unit 2! Number these please.
 1. Fact 1 (p.12345)

2. Fact 2 (p.12345) ...etc.
8. **Fallacies** EXPLANATION: You must have seen flaws in the authors argument. Did they use logic to get to their conclusion? Identify some fallacies (about 3) with examples (and page numbers).

Rubric

1. Thesis with reasons / Counter thesis if one – 10 pts.
 2. 5 Reasons to support the thesis – 15 pts.
 3. 5 Examples to support the thesis – 15 pts.
 4. 5 Questions from the book – 10 pts.
 5. Twenty facts with page numbers – 20 pts.
 6. Raven exercise with final validation – 20 pts.
 7. Fallacies – 10 pts.
- TOTAL: 100pts