**Critical Analysis of Text**

A re-examination of chapter nine revealed new aspects of the Critical Analysis of an identified text. Wallace and Wray (2011) formatted an in-depth process to develop relevant information that scholars can implement into their mental map. The Critical Analysis is composed of five Critical Synopsis Questions and more in-depth ten Critical Analysis Questions. The Critical Analysis Questions contain sub questions that garner detailed information. Wallace and Wray (2011) implied the process requires effort and results in dividends that are important to the central significance of the study.

 The central question is the crux of the research essay. This is an essential component and sets the course for ensuing inquiry. Wallace and Wray (2011) acknowledged “The review question provides you with a rationale for selecting a particular text and a constructive purpose for reading it critically” (p. 107). This is beneficial to scholars performing efficient evidence review and retrieval. I began utilizing the review question method of inquiry while writing my Critical Analysis of the required reading assignments. I have realized that this method keeps my writing focused and it helps me to concentrate on the main objective.

 The five Critical Synopsis Questions are designed to aid the researcher in discovering the appropriateness of an article. The skills that develop from practicing the techniques recommended by Wallace and Wray (2011) served as the structure for conducting an in-depth analysis. One final aspect of the review process is the related experience of the researcher. The material that is analyzed must emulate the expectations of the writer based on the writer’s experience with the subject matter. All the tools described in the text, when combined, equip the researcher to efficiently perform a Critical Review of any text.

Reference

Wallace, M., & Wray, A. (2011). Critical Reading and Writing for Postgraduates. Thousand Oaks, CA: Sage Publications Inc.