**CORE ASSIGNMENTS & GRADING**

**UNGRADED BUT REQUIRED (you don’t do, you fail!)**

**10 (ten) reading assignments** (see list of texts below, at end of document)

**3** [**Zoom sessions (click here)**](https://baruch.zoom.us/j/971383439) **| Wed 11am-12pm | Dates: 7/15, 7/22, 7/29**

--You come to Zoom with **one question for me and/or the group**—a question pertaining to the course, writing, reading, life, whatever…. So long as it is a thoughtful (and, perhaps, fun(ny)) question, it needn’t be “smart,” so don’t sweat it—in fact, I encourage you to ask “stupid” (but thoughtful) questions. (I love “stupid” questions and ask them all the time. ;)

**--Note:** These are discussion “sessions,” not lectures; as such, we can discuss whatever you’d like relating to the course and to your own life as a writer and a thinker (broadly conceived; in other words—to quote writer David Foster Wallace—"we can talk about whatever you’d like so long as we do so intelligently and well.” We will end at 12p or when your questions run dry…

**1 (one)** **E-mail** **Check-in w/me during the first week of the course(by Monday 7/20)**

**GRADED (percentages of final grade below each item)**

**A SHARED GOOGLE DRIVE FOLDER (a.k.a your “PORTFOLIO”) CONTAINING ITEMS A–F BELOW**

**A. 5 (five) 100-150-word creative summaries (of 5 assigned readings), each containing…**

**--BEFORE YOUR SUMMARY:** a list of **5 vocabulary words from the article** (of your choosing); **for each word, create your own sentence** showing its meaning // **THEN… Your summary:**

--**a sentence introducing the author and title** of the article: *In “[Title of Article],” [Author Name] writes about…[topic of article]*

--**discussion of at least 2 different perspectives** on the main topic of the article—the author’s perspective as well as an opposing or different viewpoint as well (one that the author mentions or which is implied by the content of the article)

--**1 direct quotation** with adequate context and introduction: *Toward the end of her article, Turkle most clearly conveys her main point, that “\_\_\_\_sentence-long quotation here\_\_\_\_.”*

--**discussion of important or confusing ideas/words/phrases in this quotation**: *The most important thing to notice in this passage is…. Something I find interesting/odd/confusing about this passage is….*

**15% of final grade**

**B. 5 (five) 100-150-word written responses to prompts I post to OpenLab** | These are NOT the same thing as your formal essay assignments; rather, they will be provocations to write material that will be helpful for creating, editing, and strengthening your essays.

**10% of final grade**

**C. 2 (two)** **revised versions of the responses above**, utilizing feedback I will provide on OpenLab

--**Due on the last day of the course | Thu 7/30, 7p, in Google Drive**

**15% of final grade**

**D. 2 (two) Persuasive Essays | 500-600 words each, containing:**

**--a clear beginning, middle, and end**

**--a summary of—and quotation from—an article we’ve read**

**--your own thesis (a debate-able** **statement / opinion) responding to a topic in the article**

**--development of this thesis** through logical reasoning, examples, and/or imaginative thinking in your body paragraphs

**--2 drafts of each essay | rough draft due dates below | final drafts of both essays** (including a note of what you revised) **due on the last day of the course | Thu 7/30, 7p, in Google Drive**

**--Essay 1 rough draft due Monday 7/20, 7p (in Google Drive and on OpenLab)**

**--Essay 2 rough draft due Monday 7/27, 7p (in Google Drive and on OpenLab)**

**40% of final grade**

**E. 20 (twenty) Essay Feedback Comments | 10 for Essay 1 | 10 for Essay 2**

**--**For each of these, you will **read a classmate’s Essay 1 or 2 that they post to OpenLab.** Please choose a classmate who has few-to-no comments from other classmates. You will then reply to your classmate’s post with a comment containing…

--**1 specific sentence you admire** (and an explanation of why you like it) and…

--1 **specific suggestion for revision** (and an explanation of how this should be fixed).

**10% of final grade**

**F. 1 Final Exam Essay** responding to a \*short\* op-ed article on a provocative topic

--All requirements will be the same as the 2 Essay Assignments, EXCEPT…

--For this essay, you will have only **90 minutes** to read the article and write your essay.

**10% of final grade**