

ASSC 1801: Final Essay Instructions

Deadline: April 9, 12pm, Brightspace

Contents

ASSC 1801: Final Essay Instructions	1
1. Tutorials and the Final Essay	1
2. Main Instructions	2
3. Details on Format and Writing	3
5. Acceptable Passages	5

1. Tutorials and the Final Essay

You will develop your final essay ideas and rough draft in tutorials after the reading week. Attending these tutorials is essential for being well prepared to write the essay.

A particularly important tutorial week is Week 10, where you will write a rough draft of your essay in person. **The rough draft is worth 6% of your final grade.** A significant portion of your final draft mark will be based on how well you responded to your TA's feedback on your rough draft. The final draft is worth 30% of your mark overall.

There is an element of choice in this final paper. You will argumentatively engage with one of the acceptable passages listed in section 5 below, and in the way described in section 2 below.

2. Main Instructions

Your final essay document should be structured in the following way:

- **First 1-2 pages:** A summary of the TA's comments on your rough draft and how you have incorporated your TA's feedback in the final version of the paper.
- The following pages should contain the actual final essay, starting with a title, and then:
- **The first 75-150 words of the final essay** should be an introduction which briefly describes the main point you plan to argue for and which briefly outlines the structure of your paper.
- **The next 400-500 words** should explain the significance of the Acceptable Passage that you have chosen to frame your essay around (see section 5). If the passage contains an argument, explain that argument in your own words. If it contains a conclusion, explain what supports the conclusion. If it contains words with specialized meanings, explain those in your own words. Try to explain things so that they would be easy to follow for another undergraduate who is not registered for this course. Do this as best you can within the space constraints.
- **The next 400-500 words** should do one of the following:
 - Something **destructive**: Raise a challenge to something in the passage you've explained. Explain why the challenge is convincing. You might draw on your own experiences or something you've learned in another course.
 - Something **constructive**: Discuss an important implication of the idea you've summarized. Explain why the idea really does imply what you think it does. You might draw on your own experiences or something you've learned in another course.
- **The final 75-150 words** should be a conclusion that briefly summarize what you've achieved in the paper and/or some directions for future thinking on the topic.

3. Details on Format and Writing

- Your final essay should be submitted as a docx or PDF on Brightspace. This is the case even if you submit your assignment late. All final essays must go to Brightspace.

Use 12-point fonts and double space.
- Write in complete sentences and use paragraph breaks to help organize your thoughts around different topics.
- Using the word “I” is fine in argumentative writing. It’s the right thing to do when are explaining what you believe and why you believe it.
- When you make reference to quotations or ideas from the assigned readings or slides, make in-text parenthetical citations at the end of the sentence in which you do so and those parenthetical citations must indicate what page of the reading you can find the quotation or idea on.
- You do not need to cite sources external to the course to succeed at this assignment, nor does doing so make it likelier that you will succeed at this assignment.
- Follow MLA guidelines in how you write your references and list of works cited. 4. Rubric

10%: Structure, Writing, References	<p>A range: Structural and/or writing decisions do not impede communication. Assignment consistently follows referencing guidelines.</p> <p>B range: Structural and/or writing decisions occasionally impede communication. Assignment occasionally violates referencing guidelines.</p> <p>C range: Structural and/or writing decisions frequently impede communication. Assignment frequently violates referencing guidelines</p>
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	<p>D/F range: Structural and/or writing decisions always or almost always impede communication. Assignment always or almost always violates referencing guidelines.</p>
30%: Effective Response to Feedback	<p>A range: Final assignment reflects full understanding of TA's comments. Final draft contains effective revisions in response to all of the comments.</p> <p>B range: Final assignment reflects mostly full understanding of TA's comments. Final draft contains effective revision in response to most of the TA's comments.</p> <p>C Range: Final assignment reflects some understanding of TA's comments. Final draft contains effective revisions in response to some of the TA's comments.</p> <p>D/F range: Final assignment reflects little understanding of TA's comments. Final draft contains effective revisions in response few or none of the TA's comments.</p>
30%: Exposition	<p>A range: The relevant views/concepts are discussed clearly and described in a way that delivers all relevant information necessary for understanding</p> <p>B range: The relevant views/concepts are discussed clearly and described such that understanding is not seriously impeded by omissions, unclarity, or errors.</p> <p>C range: The relevant views/concepts are discussed in a way that involves significant omission, unclarity, or errors.</p> <p>D/F range: The relevant views/concepts are mentioned, but not with any detailed or clarity. (Or described entirely or almost entirely incorrectly.)</p>
30%: Position/Critical Thinking	<p>A range: Position is stated in a way that does justice to reasons for adopting an alternative position, and makes a strongly rationally persuasive case for the student's position.</p>

	<p>B range: Position is stated in a way that is fairly sensitive to reasons for adopting an alternative position, and makes a fairly rationally persuasive case for the student’s position.</p> <p>C range: Specific position is stated in a way that is somewhat sensitive to reasons for adopting an alternative position, and at least attempts to make a rationally persuasive case for the student’s position, even if the attempt is unsuccessful.</p> <p>D/F Range: Position and reasoning are stated, but in an overly simplistic or incomplete way. Position and reasoning are stated in a way that is entirely, or almost entirely insensitive to reasons for adopting an alternative position, and as a result, entirely or almost entirely fail to be rationally persuasive.</p>
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5. Acceptable Passages

Passage from the Dennis Reading:

The main objections to applying the McM to SMTs are that this model (1) harms users, (2) it fails to account for the manipulative nature of SMTs, which (3) means that this model is disingenuous. (p. 28)

Passage from the Chomanski reading:

... therefore, there is a pro tanto right to attention. (p. 41)

Passage from the Williams reading:

We call our time the Information Age, but I think a better name for it would be the “Age of Attention.” (p. 63)

Passage from the Zeitlin-Wu reading:

To tell the story of meditation and mindfulness apps is to narrate Silicon Valley’s obsession with a uniquely American construction of “The East”—and, consequently, how non-Western spirituality has become wholly integrated into the rise-and-grind mindset of 24/7 capitalism. (p. 104)

Passage from the Dennis & Zilioti reading:

Strictly speaking, from a Confucian standpoint, most of the human-to-human connections that users develop online are not ‘human relationships’... (p. 143)