

### Project: Think Piece

The second major writing assignment we will be working on together is a **Think Piece**. To produce this piece, you will use materials from class, including: readings and media pieces on the topic of “intersectionality”; our activities and discussions from class sessions; and your own experience as a member of, and/or observer of, the **community** you wrote about for your Op-Ed.

#### *Objectives:*

The Writing Program **Learning Goals** that this assignment will address include:

- Students write both to learn and to communicate what they learn.
- Students formulate and articulate a stance through and in their writing.
- Students revise their writing using responses from others, including peers, consultants, and teachers.
- Students explore and represent their experiences, perspectives, and ideas in conversation with others.
- Students use multiple forms of evidence to support their claims, ideas, and arguments.
- Students practice critical reading strategies.
- Students provide revision-based responses to their peers.

*Assignment:* Compose an essay of approximately 1,000-1,200 words (about 3-4 pages typed, double spaced).

*Prompts:* *Respond to one or more of the following questions, foregrounding your own unique perspective(s) and view(s) into the thesis of your essay:*

How does intersectionality impact your community?

Why should your community consider a framework of intersectionality?

How can intersectionality help you to understand your community better?

<i>Deadlines:</i>	Draft 1	Tuesday, April 6, at 6.00 pm EDT Upload to assigned shared Google Drive group folder Minimum 800 words
	Feedback	Provide (and receive) written <u>and</u> verbal commentary during peer review, Week 12 (Thurs 4/8 or Fri 4/9)  Receive Dr. V’s feedback Sat 4/10-Sun 4/11
	Final	Thursday, April 15 – Monday, April 19 <i>Individual deadlines selected during Week 11</i> Upload to <a href="#">Canvas</a> – under Assignments tab

*Materials:* For this assignment, you may use any of the assigned materials on our syllabus (readings, videos, etc.); exercises and discussions from class; content derived from your observation journal; and personal experiences, background, and/or observations about your community and its members.

*Engaging Sources:* When you use written or audiovisual materials from class, remember to use principles of effective quotation and/or paraphrase to represent the ideas of the other writers and thinkers with whom you are in dialogue. Then, be sure to orient your responses using “they say/I say” moves and templates to convey your reasons for agreement or disagreement.

Each time you refer to an idea, fact, or other information from a source, be cite that source using a conventional style (MLA, Chicago, APA, etc.)

*Genre / Structure:* Unlike the Op-Ed assignment, the Think Piece will focus less on issues of genre, audience, and medium. Instead, you will compose a narrative essay wherein the success of the writing will rely more upon the piece’s own internal structure, logic, argument, and complex critical thinking as you develop it, rather than an alignment with external generic expectations.

*Aims:* In this assignment, we will be aiming to achieve high-quality output along the following criteria:

- Effective, efficient, and concise but vivid sentence-level prose
- A clear, well-defined, and cohesive perspective throughout
- Examination of key ideas explored through our course materials
- In-depth engagement with critical thinking and reflection
- Reasoning and illustrative examples to support claims and ideas
- Orderly progression between sentences and paragraphs
- Coherent overall structure
- Paragraph cohesion with succinct structure of topic sentences, evidence and discussion, and concluding reasoning
- Individual thought and originality!