

## Reading Responses

### what

\* e-mail (or submit to instructor at designated place) 4 or 5 substantive, reflective responses to readings for the day (not paraphrases of what an author says)

\* Note well: written responses will account for **60%** of your course grade

\* Note well: yes—grammar, syntax, spelling, diction count!

\* Note well: responses should give evidence of (1) careful reading and (2) thoughtful reflection on that reading. Always identify whether what you are saying is (a) the author's opinion as you understand it or (b) your opinion

\* Additionally, always include one example each of *punctum* and *studium*:

a) *punctum*: What is the most compelling event, phrase, idea from the reading due today? EXPLAIN

b) *studium*: What is the most useless, dull or disturbing moment of the assigned reading for today? EXPLAIN

[Roland Barthes uses *punctum* to describe things that 'prick' us, get under the skin of our consciousness; *studium* to describe works of art that interest but have no compelling effect on us.]

### when

\* due for every class day

\* due no later than 8 p.m. of the day before (they may be emailed earlier, e.g., a day or two before) to your professor's designated email address or mail box.

\* responses will not be accepted late; there are no make-ups

### purpose

\* responses will serve to focus your reading, provoke class discussion, and provide a forum for enhancing writing skills

### format

\* one-page whether emailed or typed and submitted in person, single spaced (no cover page) [second pages will be discarded]

\* number your responses

\* skip a line between each response

\* at the beginning of each response, identify date of submission, and to which text and pages (or line number) it refers

### grading

\* responses will be graded according to the following system:

++ (strong A)

+ √ (B+/A- range)

+ (B range)

√+ (C+/B- range)

√ (C range)

√- (recognition that at least you turned something in)

0 (zilch)