In the ninth week of class you will not write a workshop paragraph. Instead, on your paragraph day, you will prepare an **8-10 minute** presentation. (Additional time will be allowed for class discussion of each presentation.)

Mon., Feb. 28: Cohort B  
Wed., March 2: Cohort C  
Fri., March 4: Cohort A

The syllabus prescribes the following: *Interpret for your classmates how source of sage authority in your own extracurricular experience works in ways that compare interestingly to our course readings and discussions, and which ought to be taken seriously. This presentation should show off what you have learned, both by reading the course texts, and by developing your ability to think and write about them over the term.*

**Some requirements/tips:**

- “Your own extracurricular experience” means that you are not expected to find an authoritative voice about the world to study from “your world.” That doesn’t mean that high art and serious literature are not allowed, but it does mean you’re encouraged to consider the vision of the world you find in song lyrics, web comics, your favorite indie-record reviewer, etc.
- Don’t limit yourself to ideas you accept and endorse. It might be more fun for you to take on a perverted vision of humanity about which you feel as strongly as Nietzsche felt about Wagner. Whether you choose to be polemical or idolatrous, though, you have to be sure you are taking your source as seriously as Nietzsche took Wagner and Weil took Homer, and explaining to us how and why it deserves to be taken so seriously.
- Make the connection to the course ideas clear. That does not mean you have to discover the *same* ideas in your source as in our reading, but you should have an interesting analysis of *how the ideas relate* to some of the ideas we’ve encountered together as a class.
- Be sure to deal with the *imaginative and expressive aspect* of your source. If it is so interesting and persuasive, it must have a striking way of communicating its ideas through images, style, etc. Show us that you are inspired to attempt a *close reading* of these aspects.
- If you will need any audio/video players that Media Services can supply, you will need to let me know several working days in advance, so that I can reserve them. If you want my help distributing a handout, I will need it by 8 a.m. in a form that you’re *certain* is printable for me (PDF would be good; Microsoft Word is all right; a JPG or other standard image format, ok; anything else, no).

**Looking ahead to the third paper,** due on March 16: I have designed this presentation assignment so that **if you do it well and follow all the requirements/tips it will be a major step towards an excellent third paper.** In the third paper, you will be required to do some additional digging in the same authors and genres we have read in the course (i.e. read some more Blake, Kerouac, Wallace, Ruskin, or something closely similar), **in addition to** considering something from “your world.”  (Reread the syllabus on this point.) All of this in support of as close a reading as you can manage.