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## FINAL EXAM QUESTION

**Directions:** Please read the article from a recent issue of *The Atlantic* Magazine (April, 2013), entitled "The Touch Screen Generation" by Hannah Rosen, which focuses on changes to the way young people interact and learn and offers some positive outlook on the topic, and also poses questions about the risk to developing brains caused by too much reliance on technology in younger people.

Please read the article, annotate it and respond by taking a position either agreeing with the author's thesis and conclusions, or disagreeing with it. You may also agree with parts of the article. How you structure your response essay is entirely up to you. However, you **must quote and refer to specific passages in the article and use at least three (3) of the readings we've done since Mid-Term\*** for evidence, and to quote from, in support of whichever point of view you ultimately settle upon.

- **Work on this alone and make an extended outline along with this sheet** to bring with you on the day of the exam. Staple your outline to this sheet.
- **FAILURE to have an extended outline to hand in with the essay will result in a grade of "D"-or just "Passing"-for the exam.** You will not receive a higher grade, since you are not providing evidence of having prepared ahead for your response.
- **Bring the article and texts with you;** note the page numbers of any material you wish to quote **in advance**, so that you can quote lines as evidence to support your ideas when you compose the essay during the exam period without wasting time looking for them.
- **OR, write down relevant quotes into your outline (w/page numbers) from the texts you intend to use in your response.** This will save you from having to cart the books around.
- **Use parenthetical, in-text citation** (shorthand version of MLA), such as (Jackson 276), when you cite a quote or idea from one of the articles or sources. **You won't need a "Works Cited" page** since we all know the source of references for the exam.
- Essays will be graded on (1) clarity of ideas expressed; and (2) support offered from the articles and our readings for your point of view.

\*Some relevant readings are: Sherry Turkle (**Moodle & Packet**); Don Tapscott, "Eight Net Gen Norms," & "The Net Gen Brain" (**Moodle**); Small & Vorgan, "Your Brain Evolving Right Now" (**Moodle**); Maggie Jackson, "Judgment: Of Molly's Gaze & Taylor's Watch" (**Packet**); & Nicholas Carr, portions of Chapters 7, 8, & 9 (**The Shallows**). See Syllabus for specific page numbers and locations of the articles listed here. **YOU MAY RECALL OTHER IDEAS/PASSAGES** from material we covered before mid-term and use them in the response, if you find them helpful to make your point.