

**Writing Situation/Prompt:** In this assignment, you will be using a variety of rhetorical modes to identify and explain at least four (4) obstacles that college students face that interfere with their success and offer solutions for solving those problems and/or advice for averting those challenges. Particularly, you will be using **description, exposition, and analysis.**

**Purpose/Objectives:** to hone your skills of description, exposition, and analysis.

**Sources:** Use Scudder's "Take This Fish and Look at It," Zinsser's "College Pressures," and the current *Fullerton College Catalog*, located on the FC website: [www.fullcoll.edu](http://www.fullcoll.edu).

**Evaluation Criteria:** You'll be evaluated on your originality, the quality/precision of your thesis statement, your paragraph development and organization principle, audience awareness, thoroughness, depth and insightfulness of analysis, and use of sources (**SLOs #1 & #2**).

#### Requirements

- **Page length:** Your essay must be 4-5 typed, double-spaced pages (min. 4 fully-typed pages), equivalent to 1,400 – 1,750 words. **Papers shorter than 4 pages will not receive a passing grade.**
- **Manuscript Conventions:** use the required MLA essay template located on the course website. You must customize this and get it approved by Prof. CS.
- **Audience:** current or potential college students; your essay will identify them more specifically.
- **SAWE:** Remember, your paper must follow the basic conventions of standard American written English (correct mechanics, usage, grammar, spelling, punctuation, sentence structure, and so forth).
- **MLA:** in-text-parenthetical notes and a Work Cited page are required to document your source material.
- **Due Dates:** Rough Draft \_\_\_\_\_ Final: \_\_\_\_\_

#### Preparing & Drafting Your Essay:

- Brainstorm for a while until you come up with at least 10 different obstacles/challenges that college students face. Try grouping similar ideas together that make sense.
- Focus your narrowed target audience.
- After narrowing down the obstacles that are appropriate to your audience, begin thinking of an organization strategy. You might use emphatic order, chronological order, or any other paragraph **organizing principle** that makes sense to you and is logical to your audience.
- Draft an **informal general outline** that you will bring to class, review it with a classmate, and use it to guide your composition of the main body section of your essay.
- Next, create a **micro outline**. Focus on the smaller details of your topic. The more precise you are, the better your readers will be able to understand the problem-solution analysis you are engaged in.
- Start **drafting** your main body section of the essay. Visit the Writing Center.

#### Writing the Introduction:

Aim to grab the audience's attention with an anecdote, a powerful quote, a startling statistic, or a similar technique recommended in your handbook; clearly establish what the subject matter; subtly establish who the audience is without announcing them. Assert a strong thesis at the end of your introductory paragraph.

#### Writing the Main Body Paragraphs (Minimum of 4):

Depending on the needs of your audience, **organize** your essay using an appropriate method. Each paragraph should begin with a **topic sentence** that identifies a new obstacle that college students face, thoroughly explain it, and convey the seriousness of the problem.

Remember to focus on a **single main idea** or point per paragraph, and develop that sub-claim of your thesis with specific, well-chosen **evidence/examples**. 1 paragraph per obstacle; 1 paragraph per solution.

Incorporate at least 2 direct quotations from an appropriate source(s). See approved sources above.

#### Writing the Conclusion:

In this problem-solution essay, your goal in writing the conclusion is *not to summarize* what you already have written, but in general to bring closure to the essay. (See your class notes.)

#### Final Reminders and Tips:

- Budget 8-10 total hours to work on this assignment.
- You must write your essay in the third person, *generally avoiding the use of "I" and "you"*.
- Keep your audience's needs in focus.
- Repeatedly read aloud your essay to catch obvious errors or awkward phrases. (This technique really *does* work, if used.)