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.

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.)