



LAMAR UNIVERSITY

MEMBER THE TEXAS STATE UNIVERSITY SYSTEM

Essay II: General Instructions

Write a unified essay of **at least 500 words** on one of the assigned topics. Your writing will be judged on focus, organization, mechanics, standard grammar conventions, word choice, insight, usage, and sentence structure. You must submit your essay as a .doc, .docx, or .rtf. If you aren't sure about these file types, then please ask.

Your paper should be in MLA format. If you need help with the format, please refer to section 46C of your LS Section MLA-e, pp161-169, and you can use the MLA sample paper from Week 4. Remember that the OWL at Purdue University also can be helpful. You can find them by searching for OWL at Purdue. They have the latest information on MLA documentation and formatting. If you have any questions about MLA format, please ask. In general, MLA includes the following basics: header, heading, 12 point font in Arial or Times New Roman, double-spaced. Be sure to not set your left margin: instead, allow the text to wrap.

In addition, work very hard to not use 2nd person in your essay ←if you don't know what this is, just ask!

Assigned Topics Options:

Topic #1

Time has long been considered a precious commodity. We try to spend it, save it, make it, but technically, it is a perception, something that we created to measure the duration of events. Explore through logical means with well supported claims that our current perception of time is erroneous and explore the ways that we foolishly “spend” too much time on specified activities←ones OTHER than social media/technology. In your essay, work to show that your point about time underscores the need for a change in human behavior.

Topic #2

The essays that you will read for this unit are about ways of thinking that might inspire change (about views on money, on race, or on truth). Choose one essay/author and join the “conversation” that he/she has begun. You may agree with or disagree with the author's stance on the topic. In your essay, work to summarize the author's argument and then offer your way of thinking about the same topic. In your stance on the topic, you may use anecdotes, examples, or explanations from your own personal experience, or you may write on what you have seen in others or in social media (you could even make them up!). Remember that you are having a conversation with the author/authors, so be sure to use quotes from the essay you are writing on. Work to convince your audience that the author's way of thinking is exactly right/wrong and should/should not be projected on society.

Topic #3

We like adages. They comfort us, humor us, and entertain us. Choose a couple of the adages below and give examples of how the adages apply to real-world situations. Using logical means with well supported claims, work to convince your audience that the adages still apply and should be used by others to express the truth of the corresponding message:

- nothing ventured nothing gained
- a mind changed against its will is of the same opinion
- the future is no more uncertain than the present
- a rolling stone gathers no moss

For any of these options, build your development by focusing on using vivid descriptions, using concrete language, and on solid paragraph development. Your writing will be assessed on focus, organization, mechanics, standard grammar conventions, word choice, insight, usage, and sentence structure. Further, since

this is your second essay, you will also be assessed on your use of deeper analysis of your topic and will be assessed more rigorously than your first essay.

Additional Parameters

- Work to not use “you,” “your,” or “you’re” in this essay.
- Work to not use examples that are not based on religion, as they can often be over-generalized or too emotional (I mean the examples that most writers use; I don’t mean that the religion is over-generalized or too emotional)
- Be sure that your essay does not simply restate the points given in the prompts.

Essay Grade Categories:

A 100-90 This essay displays a high degree of competence and sustained control, although it may have a couple of minor errors. A typical essay in this category • addresses all elements of the writing task effectively and insightfully • develops ideas thoroughly, supporting them with well-chosen reasons, examples, and explanatory details • is well focused and well organized • demonstrates superior facility with language, using effective vocabulary and sentence variety • demonstrates general mastery of the standard conventions of grammar, usage, and mechanics but may have minor errors • reveals exemplary insight, critical thinking, or analysis -Uses MLA formatting and documentation.

B 89-80 This essay displays a strong degree of competence and sustained control, although it may have a few minor errors. A typical essay in this category • addresses the writing task effectively • is well developed, using appropriate reasons, examples, and explanatory details to support ideas • is generally well focused and well organized • demonstrates facility with language, using effective vocabulary and sentence variety • demonstrates strong control of the standard conventions of grammar, usage, and mechanics but may have minor errors • reveals insight, critical thinking, or analysis -Uses MLA formatting and documentation.

C 79-70 This essay displays competence and sustained control, although it may have some minor errors. A typical essay in this category • addresses the writing task competently • is adequately developed, using reasons, examples, and explanatory details to support ideas • is adequately focused and organized • demonstrates a competent facility with language, using adequate vocabulary and some sentence variety • generally demonstrates control of the standard conventions of grammar, usage, and mechanics but may have some minor errors. • relies on insight, critical thinking, or analysis, not just personal experience, for support-Uses MLA guidelines formatting and documentation.

D 69-60 This essay displays limited competence and minimal control and has persistent errors. A typical essay in this category • addresses only some parts of the writing task • is unevenly developed and often provides assertions but few relevant reasons, examples, or explanatory details • is poorly focused and/or poorly organized • displays frequent problems in the use of language • demonstrates inconsistent control of grammar, usage, and mechanics -Minimal use of MLA formatting and documentation.

F 59-50 This essay displays unclear or seriously limited competence or control and has persistent errors. A typical essay in this category • address little to no parts of the writing task • is seriously underdeveloped, providing few reasons, examples or explanatory details • is unfocused and/or disorganized • displays frequent serious errors in the use of language that may interfere with meaning • contains frequent serious errors in grammar, usage and mechanics that may interfere with meaning -Minimal use of MLA formatting and documentation.