# College Application Essay

**Due: Wednesday, September 21st 2017**



**Assignment:** Write a well written response to the college application essay question of your choice.

(if you do not have an essay for your college, you should find a scholarship essay prompt to write on)

* Your essay should meet the specifications of the essay (word count, topic, etc.). You will need to include a copy of the specific question you are responding to with your essay; a copy of this sheet does not count.
* It should have an inviting introduction (hook) and a strong conclusion which synthesizes, rather than restates, the points raised in your essay.
* Your essay should go through at least one major revision. Revision does not mean checking grammar and spelling; revisions ask you to add/remove content, reword, re-organize, change syntax, etc.
* It must be typed, and double spaced.
* It should be free of grammatical and spelling errors.

**Timeline:**

* Decision on essay question + prewriting due **Monday September 11th**
* Final Draft due **Wednesday, September 20th2017**

**FYI:**

* You must turn in a copy of the question.
* This counts as a major writing grade.
* Late papers will lose ***twenty points a day***
* Papers that are not typed in 12 pt. Times New Roman and double spaced will not be accepted.
* You must include an **edited rough draft** with your final draft, ***or you will lose 10 points***.
* Must have a minimum of 500 words.

**Common Application Questions:**

Please write an essay (500 words minimum) on one of the options listed below.

1. Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story

2. The lessons we take from failure can be fundamental to later success. Recount an incident or time when you experienced failure. How did it affect you, and what did you learn from the experience?

3. Reflect on a time when you challenged a belief or idea. What prompted you to act? Would you make the same decision again?

4. Describe a problem you’ve solved or a problem you’d like to solve. It can be an intellectual challenge, a research query, an ethical dilemma—anything that is of personal importance, no matter the scale. Explain its significance to you and what steps you took or could be taken to identify a solution.

5. Discuss an accomplishment or event, formal or informal that marked your transition from childhood to adulthood within your culture, community, or family.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Topic** | **Exceptional** | **Competent** | **Acceptable** | **Weak** | **Unacceptable** |
|  | 10 9.75 9.5 | 9.25 9 8.75 8.5 | 8.25 8 7.75 | 7.5 7 | 6 5 |
| **Development of Imagery & Literary Devices****\_\_\_ x 3 =****\_\_\_/30** | * Frequently uses flashback, foreshadowing, internal monologue, reflection, and symbolism effectively and appropriately
* Effectively slants imagery to convey mood
* High level of detail appropriate to the scene. Completely understands “show, don’t tell.”
 | * Uses flashback, foreshadowing, internal monologue, and reflection effectively, but the execution may not be masterful.
* Incorporates imagery well.
* Frequently uses meaningful details. A few scenes are vague. Mostly understands “show, don’t tell.”
 | * Attempts to use flashback, foreshadowing, internal monologue, or reflection.
* Many scenes difficult to visualize, but occasionally uses imagery.
* Memoir uses some details, but needs more. Details may be random. Often tells instead of showing.
 | * Uses flashback, foreshadowing, internal monologue, or reflection incorrectly.
* Hardly any imagery.
* Uses very few specific details.
 | * No use of literary techniques.
* No imagery.
* The author summarizes events instead of describing them.
 |
| **Organization****\_\_\_x 2 =****\_\_\_/20** | * Tells a clear, meaningful story.
* Title reveals deep understanding of focus.
* Author adeptly uses opening and closing techniques
* Sections are logically organized and flow smoothly with internal and external transitions.
* Strong pacing. The story does not drag. Concise. No unneeded sentences or fluff.
 | * Tells a story that primarily focuses on one element of life.
* Title relates to focus in a thoughtful way.
* Author attempted to use some of the opening and closing techniques.
* Sections are organized and generally flow though a few transitions may be abrupt.
* Usually concise. Occasionally takes too long to tell. Some unneeded sentences.
 | * Story is a bit unclear as scenes are only a little related. Numerous paragraphs or sections may not fit.
* Title relates to focus bit is vague or largely cliché.
* Author attempted to use one of the opening and closing techniques discussed.
* Generally organized logically, with some exceptions.
* Takes too long to tell without adding anything new.
 | * Scenes are random and unrelated.
* Title is too vague or cliché.
* Author does not appear to use any opening or closing strategies.
* Seemingly random order.
 | * Unclear focus.
* No title or title is so vague as to be meaningless.
* Scenes have not been revised at all.
* The scenes do not appear to be finished.
 |
| **Originality and Depth****\_\_\_x 3 =****\_\_\_/30** | * Interesting read.
* Emotionally or intellectually revealing; teaches life lessons to all readers.
* Consistent, unique authorial voice that creates tone appropriate to the topic.
* Level of reflection goes beyond expectations.
 | * Interesting read.
* Some intellectual or emotional risks.
* Authorial voice is distinctive.
* Level of reflection meets expectations
 | * Relies on clichés or generalities.
* Author seems to shield his/her identity.
* Authorial voice is developing (may come and go).
* Shorter or more simplistic than expected, but still a strong piece of writing.
 | * Very little revelation of identity.
* Author is not identifiable by his/her voice.
* Extremely brief.
* Story drags.
 | * No revelation of identity.
* No voice or tone to identify author.
* Only one scene, which is unfinished.
* No clear storyline; therefore no pacing.
 |
| **Mechanics****\_\_\_ x 2 =****\_\_\_/20** | * Perfect formatting (10 or 12-point, TNR, double-spaced, name on upper-right).
* Grammatically flawless, except for a few typos.
* Dialogue always punctuated correctly
* Outstanding use of strong verbs.
 | * One or two formatting errors.
* Some grammatical flaws: run-on sentences, unintentional fragments, apostrophe misplacement.
* Dialogue mostly punctuated correctly. May have misunderstood one rule.
* Missed a few opportunities to replace “to be” verbs with strong verbs.
 | * Three or more formatting errors.
* Many mechanics flaws: run-ons, fragments, paragraph breaks, apostrophe misplacement, spelling.
* Dialogue sometimes punctuated correctly. Misunderstood two or more rules.
* Relies on “to be” verbs unnecessarily.
 | * Numerous formatting errors.
* Some thoughts are difficult to understand because of mechanics errors.
* Dialogue punctuation rules not consistently followed.
* No attempt to reduce the use of “to be” verbs.
 | * Incorrect formatting.
* Little to no attention to mechanics even after receiving corrections from classmates and the teacher.
* Dialogue punctuation incorrect.
* No clear storyline; therefore no pacing.
* Far too many “to be” verbs.
 |
| **Grade** | **A** | **A- to B** | **B- to C+** | **C to C-** | **Failing** |

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Period: \_\_\_\_\_\_College Application Essay Rubric -10 Points (missing **edited** rough draft)