

Assignment: Student Essay #2
wayne.smith@csun.edu
[updated: Friday, December 7, 2012]

Course: UNIV 100
Title: Freshman Seminar (3 units)

“Are you a student?”
---the question asked of all customers by the employee cashiers at CSUN Sierra Center

“At each stage in the process, ask the question ‘why’ five times.”
---Taiichi Ohno (1912-1990)

Goal:

I want you to reflect briefly on this course and articulate how you intend to design and develop your success in the subsequent semesters at California State University (CSU) Northridge. This assignment is straightforward.

Deliverable:

This essay is different from the first student essay you wrote at the beginning at class. That essay was reflective and introspective. This essay should be clear, detailed, and expository in nature. Basically, I want you to describe how you are going to succeed at CSU Northridge. Be specific and provide examples as necessary to support your logic and thinking. Remember, a solid “Claim” requires sound “Reasoning”, and sound “Reasoning”, in turn, requires strong “Evidence”.

1. At each annual commencement ceremony, CSUN President Dianne Harrison makes the following pronouncement:

“By the power vested in me by the CSU Board of Trustees, I now grant to you the Bachelor’s of Science [or Arts] with all of the rights and responsibilities thereto.”

By “rights”, I assume that that the President means core natural rights such as “freedom from discrimination”, “equal opportunities to advance”, and “life, liberty, and the pursuit of happiness” in all of your future social and economic endeavors. What, then, does President Harrison mean by “responsibilities”? Remember to be specific and use examples as necessary.

2. Each student-athlete in this class can complete and excel in her or his chosen sport at the national level, if not the international level. Recall also our discussion at the beginning of the semester regarding “multiple intelligences”. *Part a.* Describe two different examples of how two different CSUN students (student-athletes or not) have excelled at the national or international level in an area *other than athletics*. It may help to peruse various CSUN web pages, walk around

- campus to see flyers and posters in various campus buildings, and discuss academic success among students in your classes. *Part b.* Even though these students are indeed successful, what can these students *learn from you* about athletic competition and eventual success? Conversely, even though you are indeed successful, what can *you learn from these students* regarding intellectual progression and eventual success?
3. Each student-athlete in this class was specifically recruited to be at CSU Northridge. This means that the University understands and values the contribution that each student-athlete will make in multiple ways at various time periods as the student-athlete develops and matures throughout the student-athlete's entire life. *Part a.* Draw a *distinction* between your life as a student and your life as an athlete. Draw an *analogy* between your life as a student and your life as an athlete. *Part b.* How do you leverage the success that you desired and achieved *in your sport* to the success you desire and need to achieve *as a student*? Further, to what extent do you think successes as an athlete and successes as a student are intertwined, and how do they build upon one another?
 4. *Part a.* What was your most interesting class this semester? Why was it so compelling to you? Did the *class* evolve or change over the semester, or did *you* evolve or change over the semester? Or both? How so? Be specific. *Part b.* Assume that I may ask you in a year or two to give a guest lecture in my class to provide advice to a class of incoming student-athlete freshmen on how to succeed at CSU Northridge. What two pieces of information regarding needed skills, demonstrated abilities, and recurring habits would you give incoming student-athletes freshmen, and why?
 5. *Part a.* What was your most significant academic *strength* this semester (in any class, not necessarily UNIV 100) and how do you intend to leverage it to achieve success next semester? *Part b.* What was your most difficult academic *challenge* this semester (in any class, not necessarily UNIV 100) and how do you intend to address it to achieve success next semester?
 6. *Part a.* How might your personal or student-athlete life change next semester or next year, and how do you anticipate planning for such a contingency? *Part b.* What courses have you enrolled in for the Spring semester? Describe how you intend to prepare for success in each of those courses between now and then.

The fundamental language of the essay is drawn from the concepts and themes of this course, UNIV 100. Although your words represent your own thoughts, you should base your arguments and discussion on the ideas from the textbook, class reading, supplemental readings, assignments, in-class and out-of-class activities, class lectures, and classroom discussions. Draw analogies and link to relevant evidence to support each of your statements.

Think about it this way—there is a strong probability that you are going to graduate. How would you write the history of your success?

Formatting:

You must follow all of the requirements listed on the instructor’s web page. See:

<http://ocw.smithw.org/2012fall/univ100-17651/#writingmaterials>

Recall that I take off 10% off the content score for each type of error in language use.

Length:

The essay is to be no less than five full pages and no more than seven full pages. This assignment is due on the date specified on the Course Outline.

Late Penalty:

Recall that all assignments are to be turned in at the immediate beginning of class. Any assignment turned in after that point will be considered late and are assessed a 50% point penalty. Assignments are only accepted after the due date in cases of an emergency and accompanied with a note from a doctor or a public safety official.

Performance Measurement:

The scoring rubric for this assignment is as follows:

12 - answered all six questions in depth (2 points for each question)