Paper 3 Problem/Solution Essay

Due dates: Maps: 8/12,
Intro paragraph - written in class 8/12
Plan, Draft, Revision - written in class 8/17
No length requirement

Understanding the Assignment

A Problem/Solution essay does what Mary Pipher describes in “Writing For Change”: it attempts to inspire a shift in the reader’s thinking that will in turn inspire him/her to take some sort of action. Like the Global Revision Assignment, this one asks you to shape your essay to your task, rather than write to a particular genre. There are, however, certain tasks to be accomplished. Your paper should:

- identify the Problem in practical terms, i.e. as a choice between actions (or action and inaction),
- acknowledge the reasoning of those on both sides of the controversy,
- propose a solution, and
- attempt to persuade readers on both sides of the controversy that they should support or participate in enacting your solution.

You do not necessarily need to do these things in that order. It is important to understand that your task is not to prove that you are right, but rather to convince an opponent or set of opponents.

Like your Global Revision, this paper should be thesis-driven and analytical, and you will use the PIE techniques shaping them to your purpose. In this paper you will make reference to texts for the first time in this class - the articles from Patterns that go with your “Debate” or “Casebook” (see groups below). In this unit, you will learn how to ethically and correctly paraphrase, summarize and cite these texts. It is important to understand that this is not a Research Paper. Do NOT do outside research for this paper!

Preparing for the In-Class Essay

Read this Assignment Description all the way through to be sure you understand what to do (and not to do). Read both of the articles for your Debate (or two if you are working from one of the Casebooks). Create a Map of each (explained in class) – due 8/12.

Decide your position relative to the controversy. Will you propose a compromise solution or new way of seeing the problem, or will you attempt to persuade one side that the other is right?
Unlike in eristic argument, the persuasive paper that you will plan and write requires the writer to understand and acknowledge her/his opponent’s viewpoint and speak to it. If you choose to argue for one side, consider it a “Rogerian Argument” as the *Patterns* book described. You will show your opponents that you understand their concerns before explaining why their thinking is flawed or yours is better. If you choose to offer a compromise or a new way of seeing the problem, you will acknowledge both sides’ views, then explain how your proposed solution will work for both.

Keep those goals in mind as you write your introductory paragraph, including your Thesis Statement, in class 8/12.

**Writing the In-Class Essay**

Bring the following things to class 8/17 for the in-class writing session: your *Patterns* book, your copy of this assignment description, your MLA 101 handout, 10 sheets of blank lined paper stapled together, or a blank Blue Book, pens or pencils. I will give you back your Maps and Introductory Paragraph. If you wish to use any other resources, clear them with me before starting the exam. (You may not use laptops, electronic dictionaries, etc. You may not bring class notes, prewritten drafts, etc.)

You will be given time in class to Plan, Draft and Revise; I will expect to see evidence of each. Use the strategies that have worked best for you.

As you think about how to structure your paper, consider again the goals explained in paragraph 3 of “Preparing for the In-Class Essay” above.

Your essay should have:
- a thesis statement (with a topic and a point),
- body paragraphs that develop and support your point,
- and a conclusion paragraph that ties it all together.

It should be organized “logically” and “persuasively.”

Your essay should acknowledge and explain the two sides of the issue, by quoting, paraphrasing and/or summarizing both articles. This should be done correctly using MLA parenthetical citations as covered in “MLA 101”; you don’t need a Works Cited list.

Before revising, reread to make sure you’ve met the assignment expectations. After revising, do a final proofread.

Label so I know which is Plan, Draft and Revision. If you draft and revise on the same sheet, use a different color pen or pencil so I can see.
Groups
Hate Crimes: Quang, Rebecca, Reiko, Maria, Justin
Global Warming: Allyson, Stuart, Emma, Lindsay, July
Wal-Mart: Katy, Gary, Don, Cami, Kristen
Torture: Pete, Matt, Allan, Josh, Amanda
Borders: Zuhra, Joel, Ji, Scott, Indra