This is a essay for college level 100 university writing course and one of the earliest essays due

Essay 1- Students will choose an essay topic from a pool of questions (based on a topical issue related to one of the themes covered in class) and write a **1,000**-wordexploratory essay to demonstrate their abilityto:1)explore a topic, not only at the what- level, but also at the how-and why-levels;2)express their findings using clear, concise, grammatically accurate writing;and3)implement the various elements and formatting rules of the basic academic essay.

**Note that students will NOT be required to cite any sources for Essay** 1.).IMPORTANT—Essays that fail to:1)**employ MLA page layout;**2)reacht he minimum word count requirement; and/or 3)meet the deadline(or within five days of the due date with a valid excuse for lateness and the instructor’s prior knowledge)\

Essay 1 is worth 15 percent of your final grade. It should serve as a vehicle for exploring a topical issue related to one of the themes covered in class. It should be approximately **1,000 WORDS** in length. Note that no quotes, paraphrases, or sources are required, as the aims of the essay are simply: 1) to encourage you to implement your critical thinking skills and 2) **to stimulate you to convey your ideas using clear, concise, grammatically accurate writing.**

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| **Topics**   1. Explore the role of competition in society. What are the functions of competition? Do these functions advance or impede the cohesion, evolution, productivity, etc. of society? Why or why not? Is competition in society more or less common than it was in the past? Why do you think this is the case? Has the role of competition changed with time? If so, how has it changed? If not, why do you think it has stayed the same? How do you think competition will change in the future? 2. Explore the notion of nationalism. What does nationalism mean to you? Have your ideas about nationalism changed throughout your lifetime? If so, how have they changed? If not, why do you think they have stayed the same? What are the functions of nationalism? Are they the same as or different from the functions of nationalism in the past? What do you think nationalism will look like in the future? Will it be an upgrade or a downgrade of today’s nationalism? Why? 3. Explore the place of rebellion in society. What are the functions of rebellion? Do these functions advance or impede the cohesion, evolution, productivity, etc. of society? Why or why not? How does rebellion affect the rebel? How does rebellion affect the person/people being rebelled against? What are the benefits and drawbacks of rebellion for society in general? Does the word *rebellion* have the same meaning today as it had in the past? Why or why not? 4. Explore the impact of violence in movies, TV shows, songs, and/or video games. How is violence usually portrayed in these forms of media? Is ‘make-believe’ violence more or less common, acceptable, etc. than it was in the past? Why or why not? What are the causes and effects of western society’s portrayal of violence? Is violence portrayed differently in non-western cultures? If so, how is it portrayed? Does violence mean different things to different cultures? Why or why not? 5. Explore the significance of freedom of speech to journalism. Do you think journalists should have unlimited freedom of speech? Why or why not? Do you think journalists should be held responsible for their words? Why or why not? What are the benefits and drawbacks of freedom of speech for society in general? Do you think freedom of speech is a right, a privilege, or a penalty? Why? Has freedom of speech evolved or devolved throughout history? Why? 6. Explore the idea of power. How is power defined? Is today’s definition of power different from yesterday’s? If so, how is it different? Does the definition of power differ between people with power and people without it? What types of power exist today? What are the causes and effects of these different types of power? Does society need both powerful and non-powerful people? Why or why not? Does power make people dangerous? Or a lack of power? 7. Devise a topic of your own and submit it for approval. |

**OUTLINE GIVEN BY PROFESSOR –**

**The three parts of the academic essay**

1. Introduction
2. Body
3. Conclusion

**A. Introduction**

Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic sentence: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Thesis statement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**B. Body**

1. Topic sentence: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Topic sentence: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Supporting detail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Supporting detail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**C. Conclusion**

Thesis statement \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Summarizing statement \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Notes**

* The topic sentence in the introduction should refer to the author and the title of the work being explored (if applicable).
* The number of body paragraphs in an essay is determined by the number of supporting ideas the writer provides to assert his or her thesis statement, i.e. the more supporting ideas the writer provides, the more body paragraphs the essay will include.
* Supporting details are pieces of evidence (e.g. examples, reasons, results, facts, expert opinions, quotes, statistics, explanations, etc.) that a writer provides to support his / her supporting ideas in order to validate his / her thesis statement.