

OLYMPIADS SCHOOL - SAT PREP - HANDOUT 14

ESSAY TEST**50 Minutes**

The essay gives you an opportunity to show how effectively you can read and comprehend a passage and write an essay analyzing the passage. In your essay, you should demonstrate that you have read the passage carefully, present a clear and logical analysis, and use language precisely.

Your essay must be written on the lines provided in your answer booklet; except for the planning page of the answer booklet, you will receive no other paper on which to write. You will have enough space if you write on every line, avoid wide margins, and keep your handwriting to a reasonable size. Remember that people who are not familiar with your handwriting will read what you write. Try to write or print so that what you are writing is legible to those readers.

You have 50 minutes to read the passage and write an essay in response to the prompt provided inside this booklet.

1. Do not write your essay in this booklet. Only what you write on the lined pages of your answer booklet will be evaluated.
2. An off-topic essay will not be evaluated.

As you read the passage below, consider how the author uses

- evidence, such as facts or examples, to support claims.
- reasoning to develop ideas and to connect claims and evidence.
- stylistic or persuasive elements, such as word choice or appeals to emotion, to add power to the ideas expressed.

This passage deals with the issue of compensation for college athletes.

In the world of college sports, there is growing debate about whether student athletes should be awarded monetary compensation for their contribution to teams that garner millions of dollars for universities. Presently, the National Collegiate Athletics Association (NCAA), the governing body of college sports, doesn't allow it. Some hold this law as sacrosanct, saying it keeps college sports from becoming commercial and corrupting the experience of student athletes, who are in school, after all, for an education. But the reality is that we are past that point: college sports are big business, and the system that caps student salaries at zero is tantamount to wage fixing and collusion. If such practices happened in the investment market, universities would be fined by the FTC.

In a labor market, they'd be shut down. Student athletes are being defrauded and taken advantage of.

So how much money is at stake? Basketball and football are the two main sports in question. Every year, the month of March becomes synonymous with a weeks-long basketball bracket that winnows down 64 teams to the single best. In football, a season of stadium-filling regular season games culminates in half a dozen lucrative "bowl games" sponsored by some of the biggest corporations in the world: FedEx, AT&T, and Mobil Oil.

For television networks, advertisers, universities, and local businesses where the events are held, these games are every bit as big as the NFL's Super Bowl and the NBA playoffs. In 2011, ESPN and Fox signed television rights deals worth \$3 billion to the

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Pacific-12 conference. *Forbes* magazine reported that CBS and Turner Broadcasting make more than one billion dollars off the March Madness broadcasts, "thanks in part to a \$700,000 advertising rate for a 30-second spot during the Final Four." One study put the value of a Texas A&M home game at \$86 million for businesses in Brazos County, where A&M is located.

The dollar figures are indeed vast, and universities get their share. Here are two examples from schools with top football teams. According to the most recent federal data, the University of Texas football team netted a profit of \$77.9 million in 2011-2012. Michigan made \$61.6 million from football and \$85.2 million in revenue.

Coaches, too, are a big part of the equation. Average salaries for major college football coaches have jumped more than 70 percent since 2006, to \$1.64 million, according to *USA Today*. Nick Saban, head coach for Alabama, makes \$7.3 million a year.

And yet, players take home no money. None. How can this be? Because, like unscrupulous tycoons from a Dickens novel, college presidents, athletic directors, and conference commissioners set their players' wages as low as they can get them—zero.

According to a recent study, if college football operated under the same revenue-sharing model as the NFL, each player on the Texas A&M squad would see a paycheck of about \$225,000 per year.

All this talk of money might have you thinking that we should go back to square one and take the money out of college sports. But money is in college sports' DNA. It was conceived that way. It all grew out of the Morrill Land-Grant College Act of 1862. "As large public institutions spread into sparsely populated states, the competition for students grew fierce," says Allen Sack, a business professor at the University of New Haven. Football happened to be invented around that time, and schools took it up as a tool to draw students, and spectators, to campuses. The 1894 Harvard-Yale football game, for example, generated \$119,000, according to the *New York Times*. That's nearly \$3 million in today's dollars.

The historic justification for not paying players is that they are amateur student-athletes, and the value of their scholarships is payment enough. But the NCAA's own study shows that its scholarship limit leaves so-called "full" scholarship athletes with \$3,000 to \$5,000 in out-of-pocket expenses each year. The average shortfall is \$3,200. Furthermore, most scholarships are revocable, so if an athlete doesn't perform well on the field, or is injured, he can, in a sense, lose that compensation. A student athlete devotes 40 hours a week on average towards sport; that's equivalent to a full-time job. Zero pay and immediate termination with no recourse? Those are labor conditions that any sensible workforce would unionize to change. But students are powerless to change. They are up against the NCAA, the Big 10 commission, university boards, and the almighty corporate dollar. Someone needs to become their advocate and get student athletes the compensation they deserve.

Write an essay in which you explain how the author builds an argument to persuade his audience that student athletes deserve fair compensation. In your essay, analyze how the author uses one or more of the features listed in the box that precedes the passage (or features of your own choice) to strengthen the logic and persuasiveness of his argument. Be sure that your analysis focuses on the most relevant features of the passage.

Your essay should not explain whether you agree with the author's claims, but rather explain how the author builds an argument to persuade his audience.

IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY CHECK YOUR WORK ON THIS SECTION ONLY. DO NOT TURN TO ANY OTHER SECTION IN THE TEST.

STOP

Score	Reading	Analysis	Writing
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1 Inadequate	<p>The response demonstrates little or no comprehension of the source text.</p> <p>The response fails to show an understanding of the text's central idea(s) and may include only details without reference to central idea(s).</p> <p>The response may contain numerous errors of fact and/or interpretation with regard to the text.</p> <p>The response makes little or no use of textual evidence (quotations, paraphrases, or both), demonstrating little or no understanding of the source text.</p>	<p>The response offers little or no analysis or ineffective analysis of the source text and demonstrates little or no understanding of the analytic task.</p> <p>The response identifies without explanation some aspects of the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student's choosing.</p> <p>Or numerous aspects of the response's analysis are unwarranted based on the text.</p> <p>The response contains little or no support for claim(s) or point(s) made, or support is largely irrelevant.</p> <p>The response may not focus on features of the text that are relevant to addressing the task.</p> <p>Or the response offers no discernible analysis (e.g., is largely or exclusively summary).</p>	<p>The response demonstrates little or no cohesion and inadequate skill in the use and control of language.</p> <p>The response may lack a clear central claim or controlling idea.</p> <p>The response lacks a recognizable introduction and conclusion. The response does not have a discernible progression of ideas.</p> <p>The response lacks variety in sentence structures; sentence structures may be repetitive. The response demonstrates general and vague word choice; word choice may be poor or inaccurate. The response may lack a formal style and objective tone.</p> <p>The response shows a weak control of the conventions of standard written English and may contain numerous errors that undermine the quality of writing.</p>

Score	Reading	Analysis	Writing
4 Advanced	<p>The response demonstrates thorough comprehension of the source text.</p> <p>The response shows an understanding of the text's central idea(s) and of most important details and how they interrelate, demonstrating a comprehensive understanding of the text.</p> <p>The response is free of errors of fact or interpretation with regard to the text.</p> <p>The response makes skillful use of textual evidence (quotations, paraphrases, or both), demonstrating a complete understanding of the source text.</p>	<p>The response offers an insightful analysis of the source text and demonstrates a sophisticated understanding of the analytical task.</p> <p>The response offers a thorough, well-considered evaluation of the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student's own choosing.</p> <p>The response contains relevant, sufficient, and strategically chosen support for claim(s) or point(s) made.</p> <p>The response focuses consistently on those features of the text that are most relevant to addressing the task.</p>	<p>The response is cohesive and demonstrates a highly effective use and command of language.</p> <p>The response includes a precise central claim.</p> <p>The response includes a skillful introduction and conclusion. The response demonstrates a deliberate and highly effective progression of ideas both within paragraphs and throughout the essay.</p> <p>The response has wide variety in sentence structures. The response demonstrates a consistent use of precise word choice. The response maintains a formal style and objective tone.</p> <p>The response shows a strong command of the conventions of standard written English and is free or virtually free of errors.</p>
3 Proficient	<p>The response demonstrates effective comprehension of the source text.</p> <p>The response shows an understanding of the text's central idea(s) and important details.</p> <p>The response is free of substantive errors of fact and interpretation with regard to the text.</p> <p>The response makes appropriate use of textual evidence (quotations, paraphrases, or both), demonstrating an understanding of the source text.</p>	<p>The response offers an effective analysis of the source text and demonstrates an understanding of the analytical task.</p> <p>The response competently evaluates the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student's own choosing.</p> <p>The response contains relevant and sufficient support for claim(s) or point(s) made.</p> <p>The response focuses primarily on those features of the text that are most relevant to addressing the task.</p>	<p>The response is mostly cohesive and demonstrates effective use and control of language.</p> <p>The response includes a central claim or implicit controlling idea.</p> <p>The response includes an effective introduction and conclusion. The response demonstrates a clear progression of ideas both within paragraphs and throughout the essay.</p> <p>The response has variety in sentence structures. The response demonstrates some precise word choice. The response maintains a formal style and objective tone.</p> <p>The response shows a good control of the conventions of standard written English and is free of significant errors that detract from the quality of writing.</p>

(continued)

OLYMPIADS SCHOOL SAT – TEMPLATES + ESSAY CLASS 13

Templates for introduction opening sentences:

- 1) Discussions about (TOPIC) have been heated and ongoing in (PLACE)'s culture for (AMOUNT OF TIME). (AUTHOR) adds their own take on the issue in his/her work (WORK).
- 2) While there have been many disagreements about (TOPIC), not all arguments on the subject are made equally. This is certainly the case in (AUTHOR)'s (WORK), which makes a convincing case that (ARGUMENT).
- 3) Due to the controversial nature of (TOPIC), it is difficult to compose any definitive position on the topic. However, (AUTHOR) in his/her work (WORK) does precisely this in his/her suggestion that (ARGUMENT).

Templates for Topic Sentences:

- 1) (AUTHOR)'s use of (RHETORICAL DEVICE) is very persuasive, and is crucial to building their argument about (TOPIC).
- 2) While (PREVIOUS PARAGRAPH'S RHETORICAL DEVICE) is extraordinarily important to how (AUTHOR) builds his/her argument about (TOPIC), their use of (RHETORICAL DEVICE) is equally important to the quality and persuasiveness of their essay.
- 3) By using (RHETORICAL DEVICE), (AUTHOR) makes a persuasive argument for (ARGUMENT).
- 4) (AUTHOR)'s use of (RHETORICAL DEVICE) is an important and persuasive element of his/her (WORK) because it (BLANK).

Templates for including quotations:

- 1) As (AUTHOR) suggests, "(QUOTE)."
- 2) (AUTHOR) calls (SITUATION) "(QUOTE)," and suggests its solution is "(QUOTE)."
- 3) (AUTHOR)'s first use of (RHETORICAL DEVICE) is clear in their claim that "(QUOTE)."
- 4) In (AUTHOR)'s estimation, (BLANK) is not only "(QUOTE)," but also "(QUOTE)."
- 5) (AUTHOR) calls (BLANK) a "(QUOTE)," and furthermore suggests that "(QUOTE)."

3. The 7 Elements of a Perfect Essay

Imagine that you're The College Board and after each and every test date, your mailbox gets flooded with hundreds of thousands of essays from students all across the world. How on earth would you manage to grade every single one of them in 2-3 weeks?

Well, you would hire a bunch of teachers who presumably know something about grading papers. You would also standardize the grading process so that scores remain consistent across the board. How? By training the graders to put their own opinions aside and base their scores solely on models that have already been set.

And to get through the sheer number of essays that must be read, you'd require them to be quick.

Well, that's pretty much The College Board's grading process.

The graders don't spend any longer than TWO MINUTES reading your paper. Two minutes and that's it. It's a snap judgment: *What does this essay look like? A 4/3/3. Next!* Any flashes of your literary brilliance will be glossed over in a ruthless grading procedure that only cares about whether your work matches the standard model.

Your job, then, is not to write a masterpiece. This isn't your AP English class. The teacher won't be looking at every word and dissecting all your punctuation marks.

Instead, your job is simply to write something that looks like a 4/4/4. Write something that looks smart, something that looks like all the essays that have been awarded perfect scores before, and you in turn will be rewarded with a perfect score. That's it. It doesn't have to be innovative and it doesn't have to be in your voice and style. Just give them what they want.

Whenever I explain this mindset to students, there's always a slight outcry because it conflicts with the creative writing process they've been taught throughout school. A lot of students want to stand behind their own writing abilities instead of relying on any kind of pre-scripted formula. "I'm already a good writer," they say. "I don't need to follow a template."

I totally understand. As much as I would like the essay portion to be less of a game and more of an indicator of true writing ability, it's not. A 50-minute essay is hardly a good way to measure one's competence and the truth is, those who go in prepared with a good idea of what they're going to write do better than those who don't.

The SAT is simply not the place for you to get fancy. There will be plenty of opportunities later on, whether you want them or not, to express yourself more creatively. The SAT is not one of them. Your purpose is to ace it and get into college, not start the next great American novel.

Having said all that, let's take a look at the characteristics of a perfect essay.

1. Length

Most students don't realize just how much essay length affects the score. You might think that a short essay can compensate for its length by being well-written, but while quality does count, you're much better off sacrificing some of that quality for a longer essay. In a 2005 *New York Times* article, writer Michael Winerip reports how Dr. Les Perelman, one of the directors of writing at MIT, posted student essays on a far wall and graded them solely on length. After he finished, he was stunned by the results-his predictions had been right over 90 percent of the time. The shorter essays received the lowest scores and the longer essays received the highest. More often than not, an essay's score was determined by its length.

With that in mind, you want to fill up as much space as you can, at least 2.5 pages out of the 4 pages they give you. Filling up 2.5 pages means you have to **write fast**. Read the passage and go. **You want to spend as many minutes writing as possible.**

Now this doesn't mean you should start lengthening the spacing between words. The graders are wary of essays with inflated spacing and I can tell you from my students' experiences that it definitely doesn't work. Write how you would normally but do so at a much faster pace. My essay in Appendix A shows the degree of illegibility you can get away with.

2. Thesis

As you probably have learned countless times from your English classes, a thesis is a statement that captures the main idea or essence of your essay. It's usually placed at the end of the introductory paragraph.

Always have a thesis statement because it's something graders can easily spot and reward you for. They should know where your analysis is headed after reading it. I'll be teaching you how to write easy and effective thesis statements in the next chapter.

3. Organization and Structure

Always make sure you use paragraphs and that each paragraph serves a purpose that is distinct from the others. In other words, each of your paragraphs should contain a different idea but one that still relates to the overall analysis.

Essays that are just one humongous paragraph don't get high scores, so make sure you indent!

4. Vocabulary

People judge others by the level of their vocabulary. If you've ever thought of a person more highly because of his or her ability to use words you didn't understand, then you probably know just how much vocabulary can impress people. Well, the SAT essay graders are no exception. After all, good essays are good in part because they have sophisticated yet well-chosen words. Later on, we will be showing you not only what words to use but also some automatic ways of injecting them into your essay.

On the flip side, avoid using vague words like "stuff", "things", "lots of", "many cases", "many reasons", especially when you don't clarify them later with specifics.

5. Sentence Variety

Good writers use a mix of simple and complex sentences. Essays consisting solely of simple sentences don't get high scores. Imagine reading a paragraph like this:

People are most productive under pressure. They have to think faster. They work harder to meet deadlines. Most people are lazy. They need motivation. Pressure is the best motivator.

Choppy and repetitive—not what you want. Let's take a look at a revised version:

People are most productive under pressure because they have to think faster and work harder to meet deadlines. Without motivation, most people are lazy. For those reasons, pressure is the best motivator.

Still not perfect, but a whole lot better. Notice that the main ideas didn't change, only the way in which they were connected.

By definition, the secret to creating complex sentences is **the comma**. By finding appropriate ways of inserting commas, you'll naturally start to add more detail to your sentences. Let's use an example sentence to see how this works:

The tiger ate my aunt earlier today.

Now let's add in some phrases:

After starving for several hours, the tiger, which had previously been so well-behaved, ate my aunt earlier today.

Notice that by adding in those phrases, which, by the way, required commas, **we not only made the sentence complex but also made it more detailed, which is part of what good writing is all about.**

Here is a toolbox of things you can do for sentence variety:

Tool: Use *because*

Example: The tiger ate my aunt earlier today because it was hungry.

Tool: Use *who, which, or that*

Example: The tiger, which had been very hungry, ate my aunt earlier today.

Tool: Use a conjunction (FANBOYS)

Example: The tiger was hungry and ate my aunt earlier today.

Tool: Put *although/even though* in front

Example: Although it is usually well-behaved, the tiger ate my aunt earlier today.

Tool: Use a modifier

Example: Always on the lookout for food, the tiger ate my aunt earlier today.

As you practice, make it a point to put complex sentences among simple ones.

6. Transitions

Another weapon in the sentence variety toolbox is transitions, words that show how your ideas are connected. These are so important to getting a high score that they deserve their own section. If you look at the official essay rubric on the The College Board's website, it's clear that graders are required to look for them. Not only do they serve as the "glue" between your ideas, but they also give your sentences rhythm and structure.

Common Transition Words

Example: *I love eating vanilla ice cream. **However**, too much of it makes me sick.*

Transition: presents an opposing point or balances a previous statement

Similar Transitions: *fortunately, on the other hand, conversely, whereas, while, in contrast*

Example: *Math trains you to approach problems more analytically. **Furthermore**, it helps you calculate the exact amount of tip to be left for the waiter.*

Transition: adds new and supporting information

Similar Transitions: *in addition, also, moreover, and, too, as well, additionally, not to mention*

Example: *Pandas are rapidly becoming extinct. **In fact**, some experts predict that pandas will die out in 50 years.*

Transition: gives emphasis to a point by adding a specific detail/case

Similar Transitions: *as a matter of fact, indeed, to illustrate, for instance, for example*

Example: *The state is facing a flu epidemic. **Consequently**, all hospital rooms are filled at the moment.*

Transition: shows cause & effect

Similar Transitions: *as a result, because, hence, therefore, thus, as a consequence, accordingly*

Example: *Granted, the SAT is a long and tedious exam, but it's necessary for college admissions.*

Transition: concedes a point to make way for your own point

Similar Transitions: *nevertheless, although, even though, despite, even if*

Example: *Place the bread on an ungreased baking sheet. **Finally**, bake in a preheated oven for 10 minutes.*

Transition: shows order or sequence

Similar Transitions: *subsequently, previously, afterwards, next, then, eventually, before*

Example: *Social security numbers uniquely identify citizens. **In the same way**, IP addresses identify computers.*

Transition: shows similarity

Similar Transitions: *similarly, likewise, by the same token*

Example: *In conclusion, the world would be a happier place without nuclear weapons.*

Transition: gives a summary

Similar Transitions: *in all, to summarize, in sum, to sum up, in short, as mentioned, thus*

You'll want to include several transition words in your essay to show the grader that you understand their importance and how they're used. The essay template in this book will give you easy ways to add both transitions and sentence variety to your essay.

7. Quotes from the Passage

If you read any of the top-scoring sample essays on The College Board website, you'll notice that they all quote extensively from the passage.

Why is this the case?

Because to write an analytical essay, you must point out what you're analyzing before you analyze it. If, for instance, you're discussing a writer's great choice of words, it only makes sense to provide specific examples of those words before you talk about how they contribute to the article's persuasive power. How do you do that? By quoting from the passage.

Quotes are the foundation of every analytical essay. The essays that speak of the passage in general terms without citing any specifics are the ones that do the worst.

Of course, you should never include quotes just to beef up your essay. You must quote with purpose and with proper punctuation. Don't worry. We'll be covering everything you need to know in a future chapter devoted entirely to the art of quoting.

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1 Inadequate	<p>The response demonstrates little or no comprehension of the source text.</p> <p>The response fails to show an understanding of the text's central idea(s) and may include only details without reference to central idea(s).</p> <p>The response may contain numerous errors of fact and/or interpretation with regard to the text.</p> <p>The response makes little or no use of textual evidence (quotations, paraphrases, or both), demonstrating little or no understanding of the source text.</p>	<p>The response offers little or no analysis or ineffective analysis of the source text and demonstrates little or no understanding of the analytic task.</p> <p>The response identifies without explanation some aspects of the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student's choosing.</p> <p>Or numerous aspects of the response's analysis are unwarranted based on the text.</p> <p>The response contains little or no support for claim(s) or point(s) made, or support is largely irrelevant.</p> <p>The response may not focus on features of the text that are relevant to addressing the task.</p> <p>Or the response offers no discernible analysis (e.g., is largely or exclusively summary).</p>	<p>The response demonstrates little or no cohesion and inadequate skill in the use and control of language.</p> <p>The response may lack a clear central claim or controlling idea.</p> <p>The response lacks a recognizable introduction and conclusion. The response does not have a discernible progression of ideas.</p> <p>The response lacks variety in sentence structures; sentence structures may be repetitive. The response demonstrates general and vague word choice; word choice may be poor or inaccurate. The response may lack a formal style and objective tone.</p> <p>The response shows a weak control of the conventions of standard written English and may contain numerous errors that undermine the quality of writing.</p>

Score	Reading	Analysis	Writing
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3 Proficient	<p>The response demonstrates effective comprehension of the source text.</p> <p>The response shows an understanding of the text's central idea(s) and important details.</p> <p>The response is free of substantive errors of fact and interpretation with regard to the text.</p> <p>The response makes appropriate use of textual evidence (quotations, paraphrases, or both), demonstrating an understanding of the source text.</p>	<p>The response offers an effective analysis of the source text and demonstrates an understanding of the analytical task.</p> <p>The response competently evaluates the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student's own choosing.</p> <p>The response contains relevant and sufficient support for claim(s) or point(s) made.</p> <p>The response focuses primarily on those features of the text that are most relevant to addressing the task.</p>	<p>The response is mostly cohesive and demonstrates effective use and control of language.</p> <p>The response includes a central claim or implicit controlling idea.</p> <p>The response includes an effective introduction and conclusion. The response demonstrates a clear progression of ideas both within paragraphs and throughout the essay.</p> <p>The response has variety in sentence structures. The response demonstrates some precise word choice. The response maintains a formal style and objective tone.</p> <p>The response shows a good control of the conventions of standard written English and is free of significant errors that detract from the quality of writing.</p>

(continued)

LAST WEEK'S SAT ESSAY: SUGGESTIONS

Sample thesis statement: By presenting various analogies, referencing an authority in the field of cognitive science, and emphasizing the brain's mysterious "higher level" dimensions, Noe succeeds in persuading his readers that it may not be possible to comprehensively map out the workings of the brain.

Sample first body paragraph:

One characteristic of Noe's writing is the different types of comparisons that may appeal to different types of logically minded readers. He emphasizes a level of naivety in Seung's project by comparing it with a hypothetical process of understanding avian flight through "examining the behavior of individual feathers." Noe then presents a more theoretically engaging analogy by distinguishing between an aerodynamic understanding of flight and an understanding that is based myopically on a study of its physical or structure systems. After presenting these two analogies involving physics, Noe presents another hypothetical situation, this time involving an entity that more closely resembles the brain: a computer. With this "beach" scenario, Noe invites his readers to suspend their prior knowledge—to pretend as though that they don't know what a computer is. By defamiliarizing the computer with this thought experiment, Noe is able to persuasively critique Seung's ambitious project.

Sample topic sentence for the next body paragraph:

In addition to appealing to the logically minded reader with different analogies, Noe often engages with his readers by referencing significant authorities in different fields. These David Marr, Alan Turing, and even Jorge Luis Borges...

Write an essay explaining how Alva Noe persuades his audience/readers that it is impossible to fully understand how the brain works.

LOGOS	ETHOS	PATHOS
<ul style="list-style-type: none"> • The one-sentence rhetorical question raises philosophical questions that the writer expects his intelligent reader to ponder over. • The analogy involving aerodynamics may appeal to scientifically minded readers. • Presents a hypothetical example of a computer accidentally found on the beach. / Attempts to defamiliarize the computer (and by extension, the brain) to a “common sense” view 	<ul style="list-style-type: none"> • Gains the reader’s trust in the very first sentence / presents the “conventional wisdom” to the intelligent reader • References a foundational thinker in the field of cognitive science enables Noe to sound more reliable by association • The different types of analogies (aerodynamics, computing, stock market) reflect Noe’s dynamic imagination as an engaging writer. 	<ul style="list-style-type: none"> • His description of Seung’s ambitious project ends anti-climactically and humorously with the word, “backward.” • Note the tinge of harmless sarcasm in the avian simile when he reiterates Marr’s view. • The tone is intelligent and also conversational and friendly → Note the exclamatory “Just try!” • Shifts from logical argument to a relatively more emotional one when he elaborates on his “point of principle.” Argues that there is something mysterious about the brain that exceeds/transcends a quantitative mapping of “neuronal units.” • Ends with a thought-provoking allusion to a postmodern writer’s cautionary tale: <u>On Exactitude in Science</u>.

Good sentences written by former students

- The sixth paragraph, which presents statistical data on major football coaches' salaries, emphasizes financial inequality at the microcosmic level.
- The system of college athlete compensation, which is criticized as an unfair model, benefits large corporations rather than student athletes.
- The author presents a hypothetical solution with the intention of refuting it.
- Powerless against large corporations such as the NCAA and FedEx, student athletes are forced to play without fair compensation.
- The author emphasizes the absurd amount of revenue that non-academic institutions receive because he intends to reveal the exploitation of college athletes.

Annotations

Para 1: The writer introduces two opposing perspectives about compensating student athletes. This introduction of the two viewpoints is solidified with the emphatic statement: "Student athletes are being defrauded and taken advantage of."

Para 2: The writer describes the hype that the two popular college sports, basketball and football, generate, so much so that some of corporate giants capitalize on the hype. Implicitly, an unjust discrepancy between the local unpaid labour and global corporate investments is highlighted.

Para 3: The writer emphasizes the national significance of college sports by comparing them with NFL's Superbowl and the NBA playoffs, two globally renowned events that are also specifically American. It also highlights some of the transactions and profit-making that occur behind the scenes.

Para 4: Statistical evidence is used to underscore / emphasize / highlight the unfairly high amount of revenue that universities earn from their students' labour.

Para 5: There is a shift from a macrocosmic view of the exploitation to a more microcosmic view of it.

Para 6: To recapitulate the discussion thus far, the writer reemphasizes all the non-academic and academic stakeholders that benefit from college sports. In addition, there is an allusion to Dickens's work.

Para 7: The writer represents the exploitation by using salary figures, a concept to which readers can relate.

Para 8: The writer addresses the opposing argument by presenting a possible solution. However, the solution is described as unfeasible.

The concluding paragraph reiterates the injustice of exploiting of college students.

SAMPLE ESSAY

In this article, the author criticizes the existing system of compensation that disadvantages students who compete in college sports. By outlining opposing perspectives about the issue, presenting statistical evidence, and redefining college sports as a kind of student labour that deserves fair compensation, the author manages to persuade his audience that the current system is unjust towards its student participants.

There are a few moments in the article when the author articulates the opposing perspective. This occurs most evidently in the first paragraph that introduces conflicting views about compensating college athletes. For example, the author respectfully presents the rationale behind the “sacrosanct” law that prohibits college athletes from having earning power. Towards the end of the article, the writer proposes hypothetical solutions, such as returning to “square one and [taking] the money out of college sports,” and continuing with the system of incentivizing student athletes with scholarships. However, such “solutions” are immediately and convincingly refuted. By tracing the college sports system back to the Morrill Land-Grant College Act of 1962, and by highlighting the average shortfall and the athletes’ financial instability when “most scholarships are revocable,” the author thus alerts readers to the system’s flaws.

In addition, the writer uses various statistical and financial figures to expose the extremely high revenues that academic and non-academic institutions make. This social critique occurs after the introductory paragraph that ends with the pithy thesis statement: “Student athletes are being defrauded and taken advantage of.”

“Defrauded” is a strong word. The assertive diction anticipates the critical tone of the subsequently paragraphs that highlight a disturbing discrepancy between the unpaid labour and the corporations that invest in the students’ labour. As the writer reveals telling facts about major T.V. networks that signed billion-dollar rights deals and the March Madness broadcasts, it becomes increasingly clear that the stakeholders who invest in college sports are not necessarily invested in the student athletes’ wellbeing, if at all. The critique becomes almost scathing, in an implicit way, when the writer shifts from a macrocosmic discussion of the exploitative system to a more nuanced description of the young athletes’ coaches. These coaches are supposed to take care of their athletes; and yet, they are complicit in reinforcing the unjust system.

At times, the aforementioned statistical evidence is complemented with nuanced rhetoric. For example, the allusion to the Charles Dickens’s work (which typically represents class differences in British society) evokes a moralistic tone in the writer’s condemnation of those “unscrupulous tycoons” who “set their players’ wages as low as they can get them—zero.” The word that follows the em dash ends the sentence climactically, enabling the writer to reinforce his critical approach. Ultimately, we learn that a profit-driven substructure is disguised by nationalistic hype about college sports.

To conclude, the writer successfully persuades his audience that the student athletes are being exploited and disempowered by “the almighty corporate dollar.” The article contrasts the athletes hard work (they “devote 40 hours a week on average towards sports”) against the major stakeholders that seem unconcerned with the very real but unacknowledged labour that student athletes put into college sports. The audience is convinced that student athletes need a system to advocate for them.