The purpose of this essay is to establish what skills you are entering ENC1102 with, to teach you what Prof. Wilber’s expectations are, and to begin thinking about possible Essay 2 and Essay 3 topics. As such, I will provide very little guidance for this essay; you are encouraged, however, to use your resources including online resources, the library and librarians, the SLC writing lab, and/or my office hours. Use the syllabus to ensure your essay is properly formatted.

First, read the definition of social justice provided in the syllabus. When we discuss social justice, we often focus on social injustices – areas in which we are not treated equally and/or fairly. However, for this essay, you will consider privilege from the lens of self. Considering the list in the section defining social justice, membership in which of those groups benefits you? This is your privilege. Keep in mind that all privileges are advantages, but not all advantages are privileges; I am asking you to write about your privilege. While many definitions of privilege focus on “unearned” advantages, I would argue that some privileges can be earned, so do not feel you must limit your topic solely to aspects of your birth, and you may certainly go beyond the list provided in the syllabus.

Other questions to consider: Why is this privilege significant? How do you benefit from this privilege? Is this privilege one that everyone experiences, or is your privilege different from other groups? How is it different? Does this privilege vary based on context? How do you feel about this privilege? Finally, how is this privilege related to social justice/injustice? These questions are provided as a guide; you are not expected to answer them all in the essay because lock stepping through these questions will not result in a unified essay with effective coherence.

This is a research essay, so your topic must be one you can find credible research for; I will be checking the credibility of your sources when I grade the essay. I understand writing this essay may be uncomfortable, but we grow when we confront the uncomfortable. I expect you will approach this essay in an honest and respectful manner. Essays will remain confidential.

Please write a unified, cohesive essay of 650-1050 words (about 2-3 pages), and support your thesis with 1-3 outside sources. Utilize MLA 8 formatting; please see the syllabus for assignment requirements and pet peeves. Use spell check and proofread all work. You will be using first person for this essay, but do not use second person. A bibliography is required for this assignment; it does not count toward the word count. An outline template and a formatting checklist are provided in Blackboard; I strongly recommend utilizing these documents. You will submit the essay to Blackboard by 11:59 p.m. on the due date assigned; click on Assignments and then Essay 1. Please see the syllabus for submission guidelines and late work policy.

Additional resources:
- The Privilege Scale | Darren Harriott's Life Lesson
  https://www.youtube.com/watch?v=QnA-ioxc4OA
- "White Privilege: Unpacking the Invisible Knapsack"
  https://nationalseedproject.org/Key-SEED-Texts/white-privilege-unpacking-the-invisible-knapsack
- Recognizing Privilege: Power to All People | Michael Yates | TEDxTexasStateUniversity
  https://www.youtube.com/watch?v=t2-RvC1ZdE
- Understanding My Privilege | Sue Borrego | TEDxPasadenaWomen
  https://www.youtube.com/watch?v=XlRxqC0Sze4
- TEDxEMU - Justin Ford - Pedagogy of Privilege
  https://www.youtube.com/watch?v=JW9ey3N924Q&feature=youtu.be
Here I have included some notes from previous semesters’ Essay 1. I strongly suggest you pay attention to these notes and edit/proofread for these errors before turning in this assignment. Remember, this is the first formal essay I will be grading; make a good first impression! (If you do not know what I’m referring to, use the syllabus, the Internet, me, or Blackboard to find the answers.)

- Students did not follow assignment/formatting directions as outlined in the syllabus.
- Students did not use correct header and/or heading as explained in the syllabus.
- Students focused on meeting the lowest word count, and their essays were not effective as a result.
- Students did not use first person and/or write about themselves.
- Students used second person.
- Students did not use formal language, used contractions, and/or did not avoid clichés.
- Students used incorrect pronoun/antecedent agreement and/or unclear pronoun references.
- The plan of development lacked parallelism.
- Students did not include a title.
- Students did not use credible sources and/or cite them correctly, leading to grades of zero.
- “Who/whom” is used for people; “that” is used for other nouns.
- Apostrophes were used incorrectly.
- “Thing” was used.
- Papers lacked coherence.
- One rhetorical question per essay, please.
- Capitalization was incorrect.
- Avoid writing “in my opinion” or “to me.”
- The Oxford comma should be utilized.
- Students did not place punctuation inside of quotation marks.
- Students did not avoid absolutes.