Write an essay that develops and supports an “informative/surprising” thesis about a job, career, or business that interests you. You should approach this essay as if you were an investigative reporter or a journalist writing a “story” for a newspaper or magazine (sometimes called a “feature story”). For example, in the essay “What I Learned from 4 Years Working at McDonald’s” (which you will read to prepare yourself for this assignment) the “story” is that a job (however mundane) can be an eye-opening experience!

**Length:** 1000-1200 words (minimum)—excluding the Works Cited page.

*Be sure to avoid the use of first and second person pronouns (I, My, You, We, etc.).*

**Research Requirements:** To write the essay, you will need to do “field research” on a job, career, or business. That means your information will primarily be drawn from the professional blogs/media collections you have been following as part of the other assignments in class (4-6 entries from credible blogs, minimum). (See the posted list of resources in Blackboard.) Additionally, you will need to utilize at least one (1) article from the database **Academic Search Complete (ASC)**.

**Essay Requirements:** In the introduction, your hook and context will be grounded in preconceptions, misconceptions, and/or stereotypical views about the job, career or business. Additionally, a surprising insight about the job (a surprising challenge, reward, etc.) will serve as a **Thesis**. The rest of the essay will be the journey from those pre/misconceptions to your surprising insight utilizing the **the TREW method**. This will be done by creating paragraphs that address the following:

- Supporting paragraphs articulating the surprising elements for you about your career choice (Reasons) with **Evidence** from your field research, and **Warrants** explaining the value of these surprises.
- **Counterargument/Rebuttal** paragraphs articulating the misconceptions about your career choice in greater detail/why these ideas are inaccurate (Reasons), **Evidence** to support that these ideas are inaccurate from your field research, and **Warrants** explaining how these inaccuracies hurt the career and why the evidence is relevant.

**Example:** What about owning and operating a restaurant? To a casual diner, a restaurant is a “people business” that might appear relaxing and congenial. Is it? The truth is, the “people” side of the business—serving and hobnobbing with customers, hosting parties—may not always be as congenial as it might seem (Thesis). Customers can be demanding, overly-critical, obnoxious, unruly (Reason). Employees (chefs, bartenders, waiters, etc.) can steal or be test/disruptive (Reason). Public health inspectors can abuse their authority and demand bribes (Reason). Moreover, many restaurant owners who cannot afford or find competent and honest managers end up working sixteen-hour days, six or seven days a week (Reason). These owners end up juggling stressful tasks like ordering fresh food/supplies (Reason), revising menus (Reason), scheduling staff (Reason), overseeing kitchen preparation (Reason), meeting with inspectors (Reason), paying bills (Reason), etc.
Helpful Readings:
- It's TREW: Thesis, Reasons, Evidence, Warrants
- Framing Quotes
- Counterarguments & Rebuttals
- Frankenstein's Argument (or, The Modern College Essay)

Grading Criteria: A formal rubric for this project has been posted in Blackboard, however the following questions should serve as a "Checklist" to ensure you are meeting the expectations for the project.
- Does the essay have an effective opening (hook/context)?
- Does the essay present a compelling issue to draw readers in?
- Does the essay give readers a meaningful, surprising, "insider's" view on the job, career, or business (Thesis)?
- Does the essay provide detailed and convincing support for the Thesis (Reasons)?
- Is the essay based on "field research"—material from professional blogs and media outlets?
- Is the "field research" reliable given the established criteria in the course?
- Is the "field research" properly cited, referenced, and framed as Evidence within the essay?
- Is the essay logically organized?
- Is the essay well-edited?

Course Outcomes covered by this project:
- Adapt the writing process to a variety of rhetorical situations.
- Use digital and print technologies to compose, to research, and to disseminate texts.
- Demonstrate a clear understanding of the rhetorical situation, including purpose, context, audience, and genre.
- Adapt voice, tone, and level of formality to a variety of rhetorical situations.
- Use writing and reading for inquiry, learning, thinking, and communicating.
- Read, summarize, and respond to a variety of non-fiction texts.
- Use electronic environments for drafting, reviewing, revising, editing, and/or sharing texts.
- Disseminate texts in both print and digital forms (may include written, aural, and visual modes).