

Essay – College Application Prompts

Directions: Choose one of the following topics. Cut and paste or type that prompt into a Word document and write a response of around 400-500 words. Have fun with it.

TIP: Make the assignment useful to you by choosing a prompt that could be used on one of your actual college applications (see #23-26).

Requirement: If your response is found in any way to be the same or even similar to your college essay from 11th grade (What I Hope To Accomplish In Life) you will receive a zero.

GENERAL TIPS: 1) Write vividly; use small details; 2) Write towards your passion; 3) Connect with your actual audience (be distinctive/memorable/honest); 4) Be willing to take a chance

1. Anatole France said, "If 50 million people say a foolish thing, it is still a foolish thing." On what subject do you disagree with most people, and why? (Northwestern)
2. Defend your least conventional belief. (University of Virginia)
3. You have just completed your 300-page autobiography. Please submit page 217. (University of Pennsylvania)
4. You are about to write your future college roommate a letter. Please provide the roommate with a personal story that will give him/her some insight into your personality. (St. Mary's College, MD)
5. What are the responsibilities of an educated person? (University of Puget Sound)
6. If a shark and a polar bear got into a fight in a neutral, jellylike medium, who would win and why? (Deep Springs College, interview question 2004)
7. Sartre said, "Hell is other people," while Streisand sang, "People who need people are the luckiest people in the world." With whom do you agree? (Amherst)
9. Select a creative work -- a novel, a film, a poem, a musical piece, a painting or other work of art -- that has influenced the way you view the world and the way you view yourself. Discuss the work and its effect on you. (New York University)
10. What have you undertaken or done on your own in the last year or two that has nothing to do with academic work? (Northwestern)
11. Tell us about the neighborhood that you grew up in and how it helped shape you into the kind of person you are today. (Yale and the University of Chicago)
12. What invention would the world be better off without, and why? (Kalamazoo College)
13. If you had to describe yourself as an animal, what animal would you select and why?
14. Of all the things you hope or expect to gain from your college experience, which two or three would you place at the top of your list? Explain what you want to gain and why these experiences are most important to you.
15. Create a metaphor for yourself using something you would find in your kitchen or your garage. List as many similarities or relationships between yourself and this object as you can think of, then elaborate on this comparison in an essay. Why is this object a good representation of you? (adapted from U. of Chicago)
16. If you were to develop a Mt. Rushmore representing the 21st century, whose faces would you select and why? (William and Mary)
17. Elvis is alive! Okay, maybe not, but we have been persuaded that recent Elvis sightings in highway rest areas, grocery stores and laundromats are part of a wider conspiracy involving five of the following: the metric system, the Mall of America, the crash of the Hindenberg, Heisenberg's uncertainty principle, lint, J.D. Salinger, and wax fruit. Construct your own theory of how and why five of these items are related. (University of Chicago)
18. It has been said [by Andy Warhol] that in the future everyone will be famous for fifteen minutes. Describe your fifteen minutes. (New York University)
19. The subject of food is never far from our minds here in College Admissions. It is a topic of serious conversation this year on campus, too, with the publication of a book called *The Hungry Soul: Eating and the Perfecting of our Nature*, by Leon Kass, M.D., a Chicago faculty member who teaches in the College. The book takes a philosophical look at what food, eating, and table manners have to tell us about our human estate. Compose an essay about a memorable meal you have eaten. We are especially interested in the details: the occasion, your company at this meal, its physical setting, the kinds of foods you ate, or their preparation. (University of Chicago)
20. If you had the power to change three things in your community or in the world, what would you change and why? (Middle East Technical University in Turkey/93, provided by an exchange student)

21. "Write about a time when life threw you a curve and how you handled it."

PLEASE NOTE: #23 + #24 may change each year; please double-check the actual application

23. **Prompts from the Common Application** – (starting Aug2017); PLEASE reCHECK <http://www.commonapp.org> (INSTRUCTIONS: The essay demonstrates your ability to write clearly and concisely on a selected topic and helps you distinguish yourself in your own voice. What do you want the readers of your application to know about you apart from courses, grades, and test scores? Choose the option that best helps you answer that question and write an essay of no more than 650 words, using the prompt to inspire and structure your response. The application won't accept a response shorter than 250 words.:

We are pleased to share the 2017-2018 Essay Prompts with you. <http://www.commonapp.org/whats-appening/application-updates/common-application-announces-2017-2018-essay-prompts>

- a) *Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.*
- b) *The lessons we take from obstacles we encounter can be fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?*
- c) *Reflect on a time when you questioned or challenged a belief or idea. What prompted your thinking? What was the outcome?*
- d) *Describe a problem you've solved or a problem you'd like to solve. It can be an intellectual challenge, a research query, an ethical dilemma—anything that is of personal importance, no matter the scale. Explain its significance to you and what steps you took or could be taken to identify a solution.*
- e) *Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others.*
- f) *Describe a topic, idea, or concept you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?*
- g) *Share an essay on any topic of your choice. It can be one you've already written, one that responds to a different prompt, or one of your own design.*

24. **Please submit one essay. Remember to keep within the 500-word maximum length. Please choose one of these essay topics if you are applying to the UF Freshman Class of 2021. They are using the "Coalition Application" this year. 2022 prompts weren't available by Aug 1, 2017 yet...**

- 1) Tell a story from your life, describing an experience that either demonstrates your character or helped to shape it.
- 2) Describe a time when you made a meaningful contribution to others in which the greater good was your focus. Discuss the challenges and rewards of making your contribution.
- 3) Has there been a time when you've had a long-cherished or accepted belief challenged? How did you respond? How did the challenge affect your beliefs?
- 4) What is the hardest part of being a teenager now? What's the best part? What advice would you give a younger sibling or friend (assuming they would listen to you)?
- 5) Submit an essay on a topic of your choice.

<http://www.admissions.ufl.edu/ugrad/personalessay.html>

25. Write your own essay question and answer it. (Kalamazoo College/93)

26. Select any other college entrance essay topic from a current college application. Submit a copy of the college entrance essay topic with the essay. **(Perhaps the best option to cut down the upcoming effort of writing multiple college admit essays for the colleges you will actually be applying to.)**

27. Describe the beginning and development of your faith and its impact on your life. (Wheaton U)

28. With which character in literature (excluding children's or animated literature) do you most identify? Why?(Wake Forest)

29. Nicholas Boileau, in *Satires*, writes, "Honor is like a rugged island without a shore; once you have left it, you cannot return." How does this definition compare to your personal perception of honor? (Wake Forest)

30. If you were given the time and resources to develop one particular skill, or talent, or area of expertise, what would you choose to pursue and why? (Princeton)

31. Ask, and then answer, an important question you would have liked us to ask. (Cornell)



WRITING THE ESSAY:

Sound Advice From An Expert

by: Parke Muth

*Senior Assistant Dean and Director of International Admission
University of Virginia*

(From U.S. News and World Report)

Fast Food. That's what I think of when I try to draw an analogy with the process of reading application essays.

The bad. Ninety percent of the applications I read contain what I call McEssays - usually five-paragraph essays that consist primarily of abstractions and unsupported generalization. They are technically correct in that they are organized and have the correct sentence structure and spelling, but they are boring. Sort of like a Big Mac. I have nothing against Big Macs, but the one I eat in Charlottesville is not going to be fundamentally different from the one I eat in Paris, Peoria or Palm Springs. I am not going to rage about the quality of a particular Big Mac. The same can be said about the generic essay. If an essay starts out: "I have been a member of the band and it has taught me leadership, perseverance and hard work," I can almost recite the rest of the essay without reading it. Each of the three middle paragraphs gives a bit of support to an abstraction, and the final paragraph restates what has already been said. A McEssay is not wrong, but it is not going to be a positive factor in the admission decision. It will not allow a student to stand out.

A student who uses vague abstractions poured into a preset form will end up being interpreted as a vague series of abstractions. A student who uses cliché becomes, in effect, a cliché. If we are what we eat, we are also what we write.

Not only does a preset form lead to a generic essay, so

does a generic approach to what is perceived as the right topic. Far too many students begin the search of what to write about by asking: What does my college want to hear? The thinking goes something like this: If I can figure out what they are looking for, and if I can make myself look like that, then I'll improve my chances.

Several years ago we asked students to describe an invention or creation from the past that was important to them. Our No.1 response - at least a thousand people - was the Declaration of Independence. This might make some people think that our college bound students are wonderfully patriotic, but given that my institution was founded by Thomas Jefferson, I have a better answer. My guess is that a significant portion of the people who chose the Declaration did so because they thought we would want to hear about how much they admired Thomas Jefferson. While this may be a noble sentiment or, in some cases, a cynical maneuver, it ultimately meant that we had a thousand essays that sounded pretty much alike and therefore did not affect the admission decision. We are not looking for students who all think the same way, believe the same thing, or write the same essay.

Too often, however, students who want to avoid sounding generic with respect to form or content choose exactly the wrong remedy; they think that bigger topics - or bigger words - are better. But it is almost impossible, in 500 words, to write well about vast topics such as the death of a loved one (see excerpt: "the bad"). I am not advocating longer essays (just remember how many applications admissions officers need to read); I am advocating essays with a sharp focus that allows for detail. Detail is what differentiates one essay from another, one applicant from another.

Instead of detail, however, students try to impress us with big words. In trying to make a topic sound intellectual, students resort to the thesaurus and, as a result, end up sounding pretentious or at least insecure about using the voice they would use to describe an event to a friend. The student assumes that these "impressive" words intensify the experience for a reader rather than diminish it. Before students send off their essay, they should always read it aloud to someone who knows them well; let that person decide if an individual's voice comes through.

The good. A good essay is not good because of the topic but because of the voice. A good writer can make any topic interesting, and a weak writer can make even the most dramatic topic a bore.

Students need only to recall the difference between two simple concepts - showing and telling. A good essay always shows; a weak essay always tells. By showing, a writer appeals to all of the senses, not just the visual. To show means to provide a feast for the eyes, ears and, depending on the essay, the mouth, nose or skin. But rather than telling a reader what show is, it is much easier to show what showing is.

The student whose essay appears below, an example of "the good," has undertaken the task of describing - that is, of showing, in detail - the deterioration of her father as he gets treated for cancer. I do not know of a single member of our staff who was not deeply affected by this essay, the whole of which is as well done as the excerpt. What is impressive about the essay is the willingness of the writer to carefully notice everything that is happening. She opens with a sound, that coughing, and then creates a visual scene that we can see clearly. I said before that writing about death and sickness is perhaps one of the most difficult topics to tackle in a college essay, but here we have an example of why this topic can demonstrate not only writing ability but the courage to face a terrible situation head-on with intellect and power. Compare this with the other essay about death. There, even though the writer was saturated with emotions, he was merely telling us, in abstract terms, what he felt.

A writer who shows respects the intelligence of the reader; a writer who tells focuses on the ideas, or the perceived ideas, behind the details. He or she is more concerned about demonstrating the ability to be abstract than the ability to be precise. In a short, personal essay, precision is power.

The risky. Any student who has already learned the basics of showing should think about taking a risk on the college essay. What kind of risk? Think about starting an essay with: "I sat in the back of the police car." Or, as in the example (below): "The woman wanted breasts." These first sentences use what journalists call a hook. The sentence reaches out from the page and grabs our attention. It creates a bit of controversy and an expectation that the writer might be willing to take academic risks in the classroom. A good hook does not mean that a good essay will follow, but it does mean that a reader will look forward to seeing what will unfold.

A risky essay can border on the offensive. In some cases, as in the excerpt, it is possible that a few readers might write off an applicant based upon questionable taste. That is the danger of taking a risk. People wonder if they will be penalized if they do take a risk in an

application. They want to know, in other words, if there is any risk in taking a risk. Yes, there is. I can say, however, that my experience in the admissions field has led me to conclude the great majority of admissions officers are an open-minded lot and that to err on the side of the baroque might not be as bad as to stay in the comfort of the boring.

The best essays are crafted not from a formula for success but by a voice that is practiced. Those who are willing to take a risk, to focus on that part of the world that matters to them and to show the passion and the practice it takes to write about it well, will help their chances of admission through their essay.

Excerpts from essays to U.Va.

The bad: From an early age, we accept death as the inevitable, but do not comprehend its actual denotation. Death is the impending future that all people must eventually grasp. In my early teens, my grandfather tragically perished. As a youth who did not identify with such a cataclysm I was saturated with various emotions. Initially, I was grieved by the loss of a loved one and could not understand why this calamity had to befall upon my family. I always considered death to have a devastating effect, but was shocked by the emotional strain it places upon an individual.

The good: The coughing came first, the hacking in the middle of the night. Then there were the multiple doctor visits, each one the same: the little white rooms with magazines where I tried not to stare at the bald, gaunt woman across from me. One of the white coats finally said something, steadily, forecasting an 80 percent change of rain. The list of second opinions grew too long to count, looking for someone to say the right thing. Finally, there was relief in hearing the name of a kinder killer: lymphoma.

The risky: The woman wanted breasts. She had fame waiting on her like a slave, money dripping from her fingertips and men diving into her being. Yet she wanted breasts because the world wanted her to have a bust. She looked at the big black and white glossy of herself arching on a silken carpet and knew that the world would be satisfied with her airbrush deception.

This woman is us. My family has been in existence for nearly 20 years now, and we are aging and losing our own breasts and tight face - the giddy happiness of a child's unconditional love for his family, the young family's need for each other. Yet, we are constantly pressured by society's family icons into compromising our change and age instead of accepting it.