

University of Tlemcen
Faculty of Letters and Languages
Department of English



COMPREHENSION AND WRITEN PRODUCTION

(2nd Semester)

THIRD YEAR 'LICENCE' LEVEL



Fatima Zohra BELKHIR-BENMOSTEFA

Fatima Zohra ADDER

Farida DRICI

Edited by :

Prof. Hafida HAMZAQUI- EL ACHACHI

2017-2018

These lectures are a synthesis of book chapters, university handouts and websites that were adapted to third year EFL 'Licence' students' needs to help them write the different types of academic essays they are required to complete. These sources are acknowledged in the lists of references.

CONTENTS

1. Expository Essay.....	5
1.1 Definition Essay.....	5
1.1.1. Definition.....	5
1.1.2. Purpose.....	6
1.1.3. Before Writing.....	6
1.1.4. Useful Language.....	6
1.1.5. Essay Organization.....	8
1.1.6. Instruction Words Asking for Definition Essay Writing.....	12
1.1.7. Essay Checklist.....	12
1.1.8. References.....	14
1.2 Classification Essay.....	16
1.2.1. Definition.....	16
1.2.2. Purpose.....	16
1.2.3. Before Writing.....	16
1.2.4. Useful Language.....	17
1.2.5. Essay Organization.....	18
1.2.6. Instruction Words Asking for Classification Essay Writing.....	22
1.2.7. Essay Checklist.....	23
1.2.8. References.....	24
1.3 Comparison/Contrast Essay.....	25
1.3.1. Definition.....	25
1.3.2. Purpose.....	25
1.3.3. Before Writing.....	26
1.3.4. Useful Language.....	26
1.3.5. Essay Organization.....	26
1.3.6. Instruction Words Asking for Comparison/Contrast Essay Writing.....	33
1.3.7. Essay Checklist.....	34
1.3.8. References.....	36

1.4 Cause/ Effect Essay.....	38
1.4.1. Definition.....	38
1.4.2. Purpose.....	39
1.4.3. Before Writing.....	39
1.4.4. Useful Language.....	39
1.4.5. Essay Organization.....	42
1.4.6. Instruction Words Asking for Cause/Effect Essay Writing.....	47
1.4.7. Essay Checklist.....	48
1.4.8. References.....	50
2. Argumentative Essay.....	51
2.1. Definition.....	51
2.2. Purpose.....	51
2.3. Before Writing.....	51
2.4. Useful Language.....	52
2.5. Essay Organization.....	54
2.6. Instruction Words Asking for Argumentative Essay Writing.....	59
2.7. Essay Checklist.....	61
2.8. References.....	62
3. Narrative Essay.....	63
3.1. Definition.....	63
3.2. Purpose.....	63
3.3. Before Writing.....	63
3.4. Useful Language.....	64
3.5. Essay Organization.....	65
3.6. Instruction Words Asking for Narrative Essay Writing.....	67
3.7. Essay checklist.....	68
3.8. References.....	69
4. Descriptive Essay.....	71
4.1. Definition.....	71
4.2. Purpose.....	72
4.3. Before Writing.....	72

4.4. Useful Language.....	73
4.5. Essay Organization.....	75
4.6. Instruction Words Asking for Descriptive Essay Writing.....	79
4.7. Essay Checklist.....	80
4.8. References.....	82

1. Expository Essay

Expository essay is a subject-oriented writing style, in which the writer tells about a given subject and leaves out his personal opinions. It provides the reader with relevant facts, figures, examples, explanations and definitions. This common type of essay is usually used in textbooks, articles, reports and research papers. It can take different forms. It may be written to describe a process or how to do something and it may serve to analyze events, ideas or written works. Its purpose is to present the information provided by scientists, researchers and authors. Exposition can be developed by:

- **Definition** i.e. the type of exposing which explains the meaning of a term, often used by students in their fields of study such as in linguistics, psychology and literature.
- **Classification** i.e. arrangement of elements into groups, classes, or types.
- **Comparison / Contrast** i.e. either by pointing out the similarities existing between two persons, two ideas, two books etc. or by drawing the reader's attention on the differences existing between two persons, two things, two ideas etc.
- **Cause and effect** i.e. exposing the reason for something and the result or consequence of it.

1.1 Definition Essay

When searching the denotation, i.e., the direct meaning, of a term one usually uses a dictionary, but while seeking out the connotation, i.e., the specific ideas or domains that the term implies or involves, one generally refers to definition essays; because the latter involve extended definition of the term defined or provide depth explanation about the concept in several paragraphs and not merely in one sentence like dictionaries do.

In what follows, some definitions, purposes, organizational patterns of definition essays are provided.

1.1.1. Definition

As their name implies, definition essays define a term which can relate to a place, thing or concept by providing a subjective explanation on what the term refers to. For instance, if one likes to define the word 'friendship' in an essay, the thesis and all details should be based upon the writer's thoughts.

The term the one can use for definition can relate to an abstract noun (e.g., truth, justice, loyalty, ambition, modesty), a person/thing (e.g., a friend, teacher, child, job, vacation) or to a place (e.g., a neighbourhood, house, room, street, shop).

1.1.2. Purpose

The point in writing definition essays is to explain or illustrate the meaning of something according to one's personal opinion. Therefore, definition essays are set to make one's definition comprehensible by readers. For example, if one states in his thesis that *friendship is shaped by trust, loyalty and love*, his essay should focus on *trust, loyalty and love* and how they relate to friendship; so that readers can understand what friendship means according to the writer. Similarly, if one writes *friendship denotes collaboration and having fun* in the thesis statement of his essay, he should limit his definition of the term friendship to the specific aspects he mentioned in the thesis and explain how *collaborating and having fun* with some friends denotes friendship.

1.1.3. Before Writing

While setting up a definition essay, it is important for one to:

- Select a term that is not too narrow or broad so that it suits the parameters of the essay.
- Draw an outline for your definition before starting to write.
- Focus on the definition essay checklist offered below to have a propensity for producing a well thought-out essay.

1.1.4. Useful Language

As definition essays entail defining a term in an extended manner, it is advisable for one to make use linking words or phrases: to indicate the meaning(s) of the term used, to start a definition, to extend on a definition, to provide another definition, to introduce some quotes, to give personal opinions and illustrations and to show agreement or disagreement. To this point, some useful words and phrases are offered in the following table.

Defining X	Referring to X
<ul style="list-style-type: none"> - X is / are - X refers to - X means - X denotes - X consists of 	<ul style="list-style-type: none"> - with reference to - regarding - as regards - as far as X is concerned - according to - with respect to
Starting a point	Adding more to the point
<ul style="list-style-type: none"> - first of all - Initially - to begin with - in order to decide whether X is or is not - to outline the main points 	<ul style="list-style-type: none"> - moreover - furthermore - again - what is more / further - in addition / besides - above all - as well (as) not only...but also - similarly / in the same way - indeed / in fact - as for / as to
Introducing quotations	Putting the same idea in a different way
<ul style="list-style-type: none"> - According to X,... - To quote from X, '...' - X tells/shows us that... - Referring to ..., X argues that... - As X stated/wrote/ argued/discussed/expressed the concern, ... 	<ul style="list-style-type: none"> - that is to say - in other words - rather - or - in that case - to put it (more) simply - in view of this - with this in mind
Generalizing	Giving opinions
<ul style="list-style-type: none"> - on the whole - in general / generally speaking - as a rule - to some extent - to a large extent - in all respects - all in all - in most / many cases - basically 	<ul style="list-style-type: none"> - I think that - in my opinion/ in my view / to my mind - this is a matter of opinion - in my experience - as far as I am concerned - I am convinced that - I firmly believe that
Agreeing	Disagreeing
<ul style="list-style-type: none"> - entirely / absolutely agree with - that's exactly my own view - I'm of exactly the same opinion - that's perfectly true - I'd like to support this view 	<ul style="list-style-type: none"> - I partly disagree with - I don't entirely agree with - I agree in principle, but - That's not the way I see it - I see things rather differently myself - I'm not at all convinced that - I'm not absolutely sure

Giving examples	Summarizing/Concluding
<ul style="list-style-type: none"> - for example/for instance - such as - in particular / particularly - to illustrate this point 	<ul style="list-style-type: none"> - finally / last of all - last but not least - in conclusion / to conclude - we can draw the conclusion - to sum up / to summarize / in short - all in all - in short / in brief / briefly - all things considered - briefly / in brief

1.1.5. Essay Organization

The organizational pattern of a definition essay is said to depend on the method(s) one uses to explain the term used for definition. Actually, definition essays are generally developed via *comparison*, i.e., by linking a term to other definitions; and/or via *examples*, i.e., by illustrating the aspects involving the meaning of the term used for definition. It follows from these methods that the essay is organized by means of *comparison* and/or *description*.

As every essay, a definition essay encompasses three parts, namely introduction, body and conclusion. Below is a detailed outline for a definition essay.

I. Introduction

It opens broadly with an attention-getter to introduce the term without giving too many details and closes narrowly with a thesis statement in which the writer mentions his own definition of the term used.

A. Attention getter:

To attract the readers' attention, one can start with:

- A contradictory image to what would be his definition.
- A dictionary definition.
- An anecdote.
- Some interesting facts.
- A funny story.
- A personal experience.

B. Thesis statement:

The thesis statement should include the topic, i.e., the term used for definition and one's personal definition, i.e., the points one uses to define the term.

II. Body

It provides a detailed explanation of the term used, following the organizational pattern used for the essay (announced in the thesis statement). In writing this part of the essay, one should state in the topic sentences of each body paragraph specific points about the term used for definition. After that, one should provide in the supporting sentences of each developmental paragraph specific examples or details to illustrate the raised points and elaborate on the topic sentences; to finally analyze how the given examples support the points given.

A. Paragraph one: Point one

1. The first part of one's definition (Topic sentence).
2. Examples that illustrate point one.
3. Analysis of how the examples illustrate point one.

B. Paragraph two: Point two

1. The second part of one's definition (Topic sentence).
2. Examples that illustrate point two.
3. Analysis of how the examples illustrate point two.

C. Paragraph three: Point three

1. The third part of one's definition (Topic sentence).
2. Examples that illustrate point three.
3. Analysis of how the examples illustrate point three.

D. etc...

III. Conclusion

It brings the essay into a closure by:

- A. Reviewing the key points of one's definition (summarizing all points discussed in the body paragraphs).
- B. Referring to the opening attention-getter (echoing images and ideas from the introduction).
- C. Concluding with the closing attention-getter (closing with a comment, a prediction or an explanation of how one's definition is significant).

A sample Outline for a Definition Essay on *wisdom*

I. Introduction

A. Attention getter: A contradictory image about wisdom/ Traditional definition of wisdom (as perceived in an image)

B. Thesis statement: Wisdom is a compilation of a life experience marked by humility, kairos, and unselfishness.

II. Body

A. life experience

B. Topic sentence: Wisdom + life's experience

1. Supporting sentences: Examples/details to illustrate how life experience results in wise people.
2. Concluding sentence: analysis of how life experience defines what wisdom is.

C. Love

1. Topic sentence: Wisdom + humility

2. Supporting sentences: Examples/details to illustrate how humility results in wise people.

3. Concluding sentence: analysis of how humility defines what wisdom is.

D. Kairos

1. Topic sentence: Wisdom + kairos

2. Supporting sentences: Examples/details to illustrate how kairos make people wise.

3. Concluding sentence: analysis of how kairos define what wisdom is.

E. Unselfishness

1. Topic sentence: Wisdom + unselfishness

2. Supporting sentences: Examples/details to illustrate how unselfishness causes people to be wise.

3. Concluding sentence: analysis of how unselfishness defines what wisdom is.

III. Conclusion

A. Review the specific points of the definition of wisdom, i.e., life experience, humility, kairos and unselfishness.

B. Closing attention getter: refer to the introduction's image of wisdom.

Sample Essay on *Wisdom*

Wisdom is a personality possession that one gains over a lifetime of experience. It is a possession that is bestowed upon a person, rather than one that the person recognizes on his or her own. Wisdom incorporates many other traits, but the requirement that it is recognized by people other than the ones possessing it set wisdom apart from other personality traits. Wisdom is a compilation of a life's experience marked by humility, *kairos*, and unselfishness.

Wisdom is an idea that is often confused with or improperly attributed to old age. Not all old people are wise, though many are. Conversely, not all wise people are old. One often hears the phrase "wise beyond years" in reference to a young person who displays the traits of wisdom. However, true wisdom is a result of strong life experiences. Naturally, older folks have had more experiences from which to draw wisdom, so it is easy to limit wisdom to old people. But, the key to wisdom is the strength of the experience. A young person may have an extraordinary experience which teaches him or her a powerful lesson. Lessons of this type often transform into wisdom.

Experience is just one of the major ingredients of wisdom; humility is also a requirement. Because wisdom is bestowed upon a person by virtue of others' recognition, humility must be a possession of the wise person. To claim wisdom for oneself is foolishness. Humility is characterized by a person's unwillingness to be the center of attention or by a person's quickness to share credit or place others in a superior position. One who is wise recognizes that the standing of others should take precedence to his or her own standing. Therefore, the wise person takes in account what is best for others when offering advice or information.

In addition to experience and humility, wisdom also incorporates the Greek term *kairos*. *Kairos* means proper timing and measure in all things. A wise person does not offer more than is required, nor does he or she omit relevant information. The mark of true wisdom is also a sense of timing that is most beneficial to the inquirer. As with humility, a wise person does not take in account what will be most timely for his or herself, but what is best for the other person. The wise person knows when to step into a situation and when to let things run their courses. The wise person has the ability to understand not only a situation, but the people within that situation. The last mark of wisdom is unselfishness.

Unselfishness differs from humility in the respect that humility requires someone to be praised or recognized in order to deflect that praise or recognition onto others. Unselfishness requires nothing more than the constant thought of others' interests and wellbeing over ones' own. This mark of wisdom sets true wisdom apart from mere intelligence or learning. Anyone can have the right answer at the right time, but only those who possess true wisdom are ready to sacrifice themselves and their own interests to provide sound advice or information to others. This is the essential part of unselfishness as it marks wisdom.

True wisdom requires all three qualities: humility, *kairos*, and unselfishness. The experienced person who has one or two of the three qualities, but not all three, cannot be truly wise. The experienced person who possesses all three traits must also have these qualities recognized by others, rather than recognize and claim the traits for him or herself. Only the possession of experience, humility, *kairos*, unselfishness, and the recognition of others makes for a truly wise person.

(Adopted from: Examples of a definition essay, n.d.)

1.1.6. Instruction Words Asking for Definition Essay Writing

Brief definitions and examples of some of the directive words used in definition essay questions are presented in the lines that follow.

Define X: signifies to set down the meaning of X in specific terms.

When defining a term, which can be a word or a phrase, one has to explicate the meaning of the term. The writer should likewise consider the different definitions or interpretations relating to the term used for definition and bring to attention the likely issues involved in defining it.

A Sample essay question:

Define the term ‘social stratification’ in relation to the social reforms brought to Britain by the Industrial Revolution.

What is X? What is meant by X? or what do/does X mean? : mean to give the exact meaning of X.

In responding to the above question, one has to give in concise, clear and convincing points the meaning of X. Details are rarely emphasized, but boundaries or limits of the definition are when in writing the essay.

A sample essay question:

The term ‘language’ can mean different things to many people. According to you, what does language mean?

Clarify X: means to explicate the meaning of something with clearer and simpler terms.

A sample essay question:

In an essay clarify the meaning of independence and freedom.

Account for: means to provide a comprehensible explanation of something.

A sample essay question:

Write an essay in which you account for the significance of being free.

1.1.7. Essay Checklist

The following definition essay checklist is adapted is to make one pay attention to the guidelines it includes while in writing a definition essay and to make them know what to check their essays for once completed because they usually check their essays for grammar,

punctuation and spelling and they rarely do for other details like: essay organization, content, unity and coherence.

Definition Essay Checklist

	Yes	No
Introduction		
The introduction introduces the defined term clearly.		
The introduction states and explains a working definition of the term defined to denote its meaning (i.e., does the introduction reflect denotations of the term defined?)		
The thesis statement identifies points, classes or characteristics that the term defined implies or includes (i.e., does the thesis statement reflect connotations of the term defined?)		
Body		
The topic sentences support the thesis.		
The supporting details and examples support the topic sentences.		
The supporting details or examples are sufficient and specific.		
The details or examples used to illustrate the definition are explained in relation to the topic sentences they support.		
The details or examples used to illustrate the definition are analyzed and connected to the overall topic.		
The concluding sentences are provided.		
The paragraphs follow a consistent order when discussing the definition.		
Conclusion		
The conclusion refers to the main details or examples used in each body paragraph.		
The conclusion echoes images and ideas from the introduction.		
Structure		
The words choice is precise.		
grammatical errors are rare or absent.		
The essay sentences are of varied structures.		
Transitions and Coherence		
The essay moves smoothly from one idea to the next.		
The paper uses transition words to show relationships between ideas.		
The essay uses clear topic sentences and supporting details.		

1.1.8. References

Bouguebs, R., & Medfouni, K. (2007-2008). Writing and grammar. Constantine, Algeria: L'ENS de Constantine.

Checklist for the definition essay. (n.d.). Retrieved from

http://www.wsfcs.k12.nc.us/cms/lib/NC01001395/Centricity/ModuleInstance/17594/Definition_Checklist.pdf

Definition Essay. (n.d.). Retrieved from

<http://www.csuniv.edu/english/Definition%20Essay.pdf>

Definition Essay. (n.d.). Retrieved from

<http://www.iola.k12.wi.us/faculty/mccartneyt/Definition%20Essay%20Info.pdf>

Definition Essay. (n.d.). Retrieved from

<http://www.buowl.boun.edu.tr/students/types%20of%20essays/Definition%20Essay.htm>

Definition essay. (n.d.). Retrieved from

http://www.spot.pcc.edu/~dramirez/262Writing8/Handouts/Handbook_DefinitionEssay.pdf

Definition Essay. (n.d.). Retrieved from

<https://cunycomposers.wikispaces.com/file/view/Definition+Essays,+from+the+OWL.pdf>

Definition essay checklist. (n.d.). Retrieved from

<file:///D:/Documents/WP%20L3/lesson%20L3/definition%20essay/Checklist.pdf>

Dhann, S. (July 2001). *How to ... 'Answer assignment questions'*. Retrieved from

https://education.exeter.ac.uk/dll/studyskills/answering_questions.htm

Examples of a definition essay. (n.d.). Retrieved from http://www.custom-essays.org/samples/by_type/Examples_of_a_Definition_Essay.html

Important words in essay questions. (n.d.). Retrieved from

<http://manoa.hawaii.edu/undergrad/learning/wp-content/uploads/2014/03/Important-words-in-essay-questions.pdf>

Instruction terms (Essay writing). (n.d.). Retrieved from

http://www.ucl.ac.uk/transition/study-skills-resources/Instruction_Terms_Essay_Writing_.pdf

Robitaille, J., & Connelly, R. (2007). *Writers' resources from paragraph to essays* (2nd ed.). Boston, MA (USA): Thomson Wardsworth.

The definition essay. (n.d.). Retrieved from

<https://depts.gpc.edu/gpcltc/handouts/communications/definitionessay.pdf>

Understanding instruction words. (n.d.). Retrieved from

<http://www.ncl.ac.uk/students/wdc/learning/essays/understanding/instruction.htm>

Useful expressions to write an essay. (n.d.). Retrieved from [https://moodle.insa-](https://moodle.insa-rouen.fr/pluginfile.php/21390/mod_resource/content/0/Usefulexpressionsessay.pdf)

[rouen.fr/pluginfile.php/21390/mod_resource/content/0/Usefulexpressionsessay.pdf](https://moodle.insa-rouen.fr/pluginfile.php/21390/mod_resource/content/0/Usefulexpressionsessay.pdf)

Useful essay words and phrases. (n.d.). Retrieved from

http://fr.slideshare.net/englishbites/useful-argumentative-essay-words-and-phrases?from_action=save

Writing Essays for Exams. (n.d.). Retrieved from

<https://owl.english.purdue.edu/owl/resource/737/01/>

1.2. Classification Essay

When one wants to classify things and sort them in categories, classes, groups or elements, he or she may write a classification essay. Through the following sections of the current lecture, a definition of this piece of writing, its structure organization, and some question words which require a classification essay assignment will be offered. Instruction words, transition words and useful language will also be reviewed. By the end of this lecture, a few online activities are suggested for students for better practice and understanding.

1.2.1. Definition

Classification is part and parcel of one's daily life; classifying clothes, vegetables and fruits, books, movies and music CDs.... In academic writing, classification essay is very specific. Its author is supposed to arrange the arguments of the subject he or she is writing about into categories, classes or groups. Classification deals with sorting things, persons or concepts into three or more types based on descriptive, supporting details, features and illustrating examples.

1.2.2. Purpose

- Whenever someone writes, he or she writes for a purpose. In classification essays, one is supposed to break down topics into its constituent parts.
- The classification of things into categories helps people make sense of the world surrounding them.
- The author does so to make the understanding of a topic easier and in a logical manner.

1.2.3. Before Writing

When writing an effective classification essay, these steps may guide the author:

- Be sure that the subgroups to be divided have a *single basis* of classification and that the group fits the subgroups which the author would propose.
- In fact, categories or subgroups represent a primordial, vital component of classification essays. Thus, they should be logically constructed.
- The author is obliged to outline for each of the main categories, including facts, details, definitions, explanations, same number of examples for each group...
- Taking a decision about how to order the categories in a classification essay is probably the most crucial step in its writing process. Therefore, how to get started is important – one

may move from the most important to the least, or start with the weak argument to reach the strongest by the end.

- Which pattern of organization to be selected is of paramount importance too. Arrange the details of the supporting paragraphs in whatever order; it should be clear, organized and consistent, it can be from the least famous type (of music, for instance) to the most famous, or from the most common type of something to the least, or they can take any other order.

1.2.4. Useful Language

Common Classification Transitions:

- The first kind, the second kind, the third kind
- The first type, the second type, the third type
- The first group, the second group, the third group

With the help of the following words, you can write a good classification essay:

Helpful Words	Examples
<u>is a kind of</u>	Coal is a kind of non-renewable resource.
<u>can be divided into</u>	Energy resources can be divided into two types.
<u>is a type of</u>	Coal is a type of non-renewable resource.
<u>falls under</u>	Coal falls under the category of non-renewable resources.
<u>belongs to</u>	Coal belongs to the category of non-renewable resources.
<u>is a part of</u>	Coal is a part of the category of non-renewable resources.
<u>fits into</u>	Coal fits into the category of non-renewable resources.
<u>is grouped with</u>	Coal is grouped with non-renewable resources.
<u>is related to</u>	Coal is related to other non-renewable resources.
<u>is associated with</u>	Coal is associated with other non-renewable resources.

Adopted from: (Classification essay, n. d.)

The following signal phrases can be also used for classification (Adopted from: Writing a classification paper, n. d).

- This type of...
- Several kinds of...
- In this category...
- can be divided into...
- classified according to...
- is categorized by...

1.2.5. Essay Organization

Classification, as a method of developing an essay, is purposefully used to arrange people, objects, or ideas into a set of categories, classes or subgroups. Once one has decided on a specific topic to write a classification essay, he or must be ready to embark on a first draft in which you have to develop and build a five-paragraph classification essay. In this section, the content of each paragraph is reviewed step by step:

I. Introduction

In the introduction the author should clearly identify the chosen subject, that is, the item to be classified. In the introduction, in addition to descriptive or informative details which aim at attracting the interest of readers, be sure to insert the purpose of the essay written. As in any type of essays, the thesis statement should involve the chosen topic, classification pattern, in addition to the main categories or subgroups which should be critically designated without the exclusion of any important one. As a last sentence in the introduction, the thesis statement should briefly identify the main categories to be examined. The specific details and denominations given for each subgroup or category lead the readers to expect the characteristics of each of them. These expectations are, in fact, the descriptions and supporting details that will appear in the body paragraphs.

II. Body

Body paragraphs form the heavy, basic content of a classification essay. Each paragraph should start with a topic sentence in which the author is advised to refer to a specific subgroup and provide it with a set of descriptive details or characteristics, in addition to illustrating through examples. Yet, be sure to use strong and detailed explanations to better clarify the thesis statement. Examples are very necessary to illustrate each subgroup. As it has been referred to, any pattern of organization can be helpful in arranging classes, groups or categories. What is most important is the fact that the order of the body paragraphs matches or goes hand in hand with the order referred to in the thesis statement. The author may start with the description of the first category. In the second body paragraph, he may show that the second category is similar or different from the previous type. In the third one, he may provide descriptive details about the third category as well. Examples for illustration in each paragraph are vital.

III. Conclusion

As usual, the concluding paragraph is a restatement of the thesis statement and reviews a brief summary that ties all the subgroups together again and all the details relevant to the classified subgroups in the preceding paragraphs.

A Sample Outline for a Classification Essay on Baseball Fans

I. Introduction

A. Attention getter: create certain expectations. Provide a setting such as (a ballpark on "a warm evening in July") in which one expects to see the various fans described.

B. Thesis statement: But no matter where the game is played, you will find the same three types of baseball fan: the Party Rooter, the Sunshine Supporter, and the Diehard Fan.

II. Body

In the body of the essay on baseball fans, one can see that the author has fulfilled the expectations established in the introduction.

F. The Party Rooter

Topic sentence: describes how *he is not really that interested in the ballgame itself but in games.*

Supporting sentences: provide details to describe how the party rooter behaves.

Concluding sentence: shows how he wanders out of the park and celebrates in the car on the way home.

G. The Sunshine Supporter

Topic sentence: shows how the Sunshine Supporter, unlike the Party Rooter, *goes to the park to cheer on a winning team and bask in its glory.*

Supporting sentences: details to show how these fans cheer and celebrate the victory.

Concluding sentence: tells how the Sunshine Supporter stays around until the end to celebrate the victory.

H. The Diehard Fan

Topic sentence: *mentions that they are strong supporters of the local team, but they go to the park to watch good baseball, not just to root for a winner.*

Supporting sentences: give details to compare their special behaviour with the other fans'.

Concluding sentence: shows that the score does not matter. Diehard Fans remain in their seats until the last batter is out, and they may still be talking about the game long after it is over.

III. Conclusion

A. Review the three subgroups of baseball fans, i.e., the Party Rooter, the Sunshine Supporter, and the Diehard Fan.

B. Closing attention getter: refers to the fact that professional baseball would have trouble surviving without all three types of fans.

Sample Essay

Baseball Fans

It's a warm evening in July, and all across the country Americans are gathering to watch a game of professional baseball. Armed with hot dogs and cold drinks, they stroll to their seats, some in grand stadiums, others in cozy minor-league parks. But no matter where the game is played, you will find the same three types of baseball fan: the Party Rooter, the Sunshine Supporter, and the Diehard Fan.

The Party Rooter goes to games for the hot dogs, the gimmicks, the giveaways, and the companionship; he's not really that interested in the ballgame itself. The Party Rooter is the sort of fan who shows up on Buck-a-Brew Night, often with a gang of fellow partiers. He cracks jokes, hurls peanuts at the team mascot, applauds the exploding scoreboard, blasts an electronic horn whenever he pleases—and occasionally nudges a companion and asks, "Hey, who's winning?" The Party Rooter often wanders out of the park in the sixth or seventh inning to continue his celebrations in the car on the way home.

The Sunshine Supporter, usually a more common type than the Party Rooter, goes to the park to cheer on a winning team and bask in its glory. When the home side is on a winning streak and still in contention for a playoff spot, the stadium will be packed with this sort of fan. As long as her team is winning, the Sunshine Supporter will be roaring at every play, waving her pennant and shouting out the names of her heroes. However, as the name implies, the Sunshine Supporter is a fickle fan, and her cheers quickly turn to boos when a hero strikes out or drops a line drive. She will stay around until the end of the game to celebrate a victory, but should her team fall a few runs behind she's likely to slip out to the parking lot during the seventh inning stretch.

Diehard Fans are also strong supporters of the local team, but they go to the park to watch good baseball, not just to root for a winner. More attentive to the game than other fans, Diehards will study the stance of a power hitter, note the finesse of a quick fielder, and anticipate the strategy of a pitcher who has fallen behind in the count. While the Party Rooter is chugging a beer or dropping wisecracks, Diehards may be filling in a scorecard or commenting on a player's RBI tally over the past few months. And when a Sunshine Supporter boos an opposing player for tagging out a local hero, Diehards may be quietly applauding the expert moves of this "enemy" infielder. No matter what the score is, Diehard Fans remain in their seats until the last batter is out, and they may still be talking about the game long after it's over.

Professional baseball would have trouble surviving without all three types of fans. The Party Rooters provide much of the money that owners need to hire talented players. The Sunshine Supporters bring a stadium to life and help boost the morale of the home team. But only the Diehard Fans maintain their support all season long, year in and year out. By late September in most ballparks, enduring chilly winds, rain delays, and sometimes humiliating losses, only the Diehards remain.

(Adapted from: Nordquist, 2016)

1.2.6. Instruction Words Asking for Classification Essay Writing

These question words may guide the author to write in this type of essay:

Classify: is a verb which is very common as instruction words for classification essays. To *classify* means “*put something into a category with things of similar type. You might need to defend or explain why you have categorized those items in such a way and how one category differs from another*” (Santosh Sum, n.d.).

Sample essay questions:

- Choose a product you know well (guitars, stereos, cell phones, etc.) and classify the various types of the product.
- Classify types of music.

State: to say something clearly and carefully.

A sample essay question:

In an essay, state the note-taking strategies that an EFL student may use in class.

Categorize: Put into categories

A sample essay question:

Write an essay in which you categorize the effects of WWII on the US.

Sort: to group things that are of the same type or share similar qualities.

A sample essay question:

Burns fall under three degrees: first degree, second degree and third degree. Write an essay in which you sort burns degrees.

Describe: means to “*Provide a detailed explanation as to how and why something happens*” (Essay terms explained, n.d.).

A sample question essay question:

How would you describe the various lifestyles among your peers?

1.2.7. Essay Checklist

After the completion of the first draft of any classification essay, one may use the following checklist to revise and edit for the final version of the essay:

Classification Essay Checklist

Questions	Yes	No
1. In your introduction, have you clearly identified the subject you are classifying and your purpose in doing so?		
2. In the opening sentences of your essay, have you provided the kinds of details that will evoke your readers' interest in the topic?		
3. Does each body paragraph begin with a topic sentence that identifies and briefly explains a particular type, style, or approach?		
4. Have you adequately supported each topic sentence with specific informative and descriptive details?		
5. Have you drawn clear distinctions between and among the different types, styles, or approaches?		
6. Have you followed a logical plan in arranging the body paragraphs in your essay?		
7. Have you focused your essay by eliminating unnecessary or repetitious information?		
8. Have you used clear transitions to tie your points together and guide your readers from one point to the next?		
9. In your conclusion, have you emphasized the value of your classification or recommended one type, style, or approach over the others?		
10. Are the sentences throughout your essay clear and direct as well as varied in length and structure? Could any sentences be improved by combining or restructuring them?		
11. Are the words in your essay consistently clear and precise? Does the essay maintain a consistent tone?		
12. Have you read the essay aloud, proofreading carefully?		

(Adopted from: Revision and editing checklist for a classification essay, n. d.)

1.2.1. References

Classification paragraph. (n.d). Retrieved from

http://www2.actden.com/Writ_Den/Tips/paragrap/classify.htm#table

Classification essay. (n.d.). Retrieved from

http://essayinfo.com/essays/classification_essay.php

Essay terms explained.(n.d.).Retrieved from

<http://www2.le.ac.uk/offices/ld/resources/writing/writing-resources/essay-terms>

Julie Robitaille & Robert Connelly. (2007). (2nd ed.). *Writer's resources: from paragraph to essay.* USA: Thomson Higher Education.

Nordquist, R. (2016). *How to develop and organize a classification essay: basic approaches to drafting a five-paragraph essay.* Retrieved from

<http://grammar.about.com/od/essayassignments/a/Developing-And-Organizing-A-Classification-Essay.htm>

Revision and editing checklist for a classification essay. (n. d.).Retrieved from

<http://grammar.about.com/od/developingessays/a/revedcheckclass.htm>

Santosh Sum. *List of transitional words for writing essays.* (n. d.). Retrieved from

<https://fr.scribd.com/doc/92963340/List-of-Transitional-Words-for-Writing-Essays>

Writing a classification paper. (n. d.).Retrieved from:

http://www.butte.edu/departments/cas/tipsheets/style_purpose_strategy/classification_paper.html

1.3. Comparison/Contrast Essay

When reflecting on comparisons and contrasts, one should consider three main points when drafting and writing. These points are: (a) the purpose of writing, (b) organization and structure and (c) transition and coherence. Yet, prior to doing this, it is important for one to understand the meaning of ‘comparison’ and ‘contrast’ and the difference between them.

1.3.1. Definition

Comparison and contrast is a method of pointing out the similarities and the differences between two or more things, ideas, animals, or persons. At this point, it is worthy to note the difference between comparison and contrast.

Comparison:

In writing comparisons, one has to take in either *similarities*, or *differences and similarities but with much emphasis on the latter*.

Contrast:

In writing contrasts, one has to take in only differences.

Comparison and contrast essays are essays that discuss how two people, things, or ideas are similar, dissimilar, or similar in some points and different in others. It follows from this definition that in writing a comparison and contrast essay one can:

- Discuss the similarities between X topic and Y topic. (Comparison essay)
e.g. The Algerian Middle and Secondary schools have many traits in common (a comparison essay topic).
- Discuss the differences between X and Y. (Contrast essay)
e.g. There are some very big differences between the Algerian Middle and Secondary schools (a contrast essay topic).
- Discuss the similarities and the differences between X and Y. (Comparison essay)
e.g. There are plenty of similarities as well as differences between the Algerian Middle and Secondary schools (a comparison and contrast essay / a comparison essay topic).

1.3.2. Purpose

The purpose of writing comparison and contrast essays is:

- to spotlight the mutual points that two or more items have in common.
- to explain the similar and the dissimilar points between these items.
- to bring one or both items into critical spotlight.

- to demonstrate that one item is superior than the other.

1.3.3. Before Writing

When brainstorming ideas about the topic and the supporting details, it is important to:

- Balance the information about the points one is about to present about each item.
- Indicate in the thesis statement if the items are going to be compared and/or contrasted.
- Decide on the way to organize the essay, i.e., the block arrangement, or the point-by-point arrangement (see below).
- Focus on the comparison/contrast essay checklist provided below to have a propensity for generating and realizing a better work product.

1.3.4. Useful Language

In order not to make readers feel lost in the sea of the similar and the dissimilar points that one offers when comparing and/or contrasting two items, it is important for one to take advantage of the comparative and contrastive structures listed below.

- ***Comparative Structures:***

Also, as, both...and, as well as, both, and, in the same manner, in the same way, like, likewise, same, similar to, neither...nor, similarly, the same as, too, just as *adjective* as, likewise.

- ***Contrastive Structures***

Although, though, but, differ, even though, however, in contrast, instead, nevertheless, on the contrary, on the other hand, unless, unlike, while, yet, different from, not as ... as, *adjective* + er than, not the same as, more/less +*adjective/adverb* than.

1.3.5. Essay Organization

There are three common ways of to organize the body section in a comparison/contrast essay (block-by-block method, point-by-point method, similarities to differences or differences to similarities. Yet, this type of essay takes in the introduction, the body and the conclusion as all types of essays.

I. Introduction

As the introduction gives one's readers the first impression on the whole essay, it is very important for a writer to capture his readers' attention in writing one. To do this, one can:

- Give a brief historical review of his topic to help the reader to understand it.
- Start from a little story or an anecdote, which leads the reader into the topic.
- State straight out what your essay is going to be about, simply and clearly.

II. Body

As mentioned above, to develop body paragraphs of a comparison /contrast essay one can use the block-by-block, the point-by-point or the similarities to differences (or vice versa) method.

a) Block-by-block method

The block method presents all aspects related to X in complete detail before shifting to Y. In this format, the writer has to select areas in which both items (X and Y) can be examined and they should be explained in the same order. Therefore, the body paragraphs in the block arrangement are organized by item. For example, if the essay discusses the dissimilar points between video rentals and going to theatres. The first item is video rentals and the second item to going to theatres. The points of contrast should be the same and they should be presented in the same order for both items. For instance, if one discusses the differences between video rentals and theatres in terms of prices, time and comfort, one should refer to the same areas in both items and in a similar order as well. As the block method allows a big distance between both sections, it is preferable to use this organizational pattern in writing short comparison and/or contrast essays.

**A Sample Outline for Comparison/Contrast Essay on Video Rentals and Theatres
(Block-by-Block Method)**

	Short Essay	Long Essay
Introduction (Thesis Statement)	Video rentals are more convenient than going to the theater because you save money, feel more comfortable, and waste less time.	Video rentals are more convenient than going to the theater because you save money, feel more comfortable, and waste less time.
First Item Video Rentals	1st Body paragraph: Video Rentals 1 st Point: <i>Money</i> 2 nd Point : <i>Comfort</i> 3 rd Point: <i>Time</i>	1st Body paragraph: <i>Money</i> 2nd Body paragraph: <i>Comfort</i> 3rd Body paragraph: <i>Time</i>
Second Item Going to theatres	2nd Body paragraph: Going to theatres 1 st Point: <i>Money</i> 2 nd Point : <i>Comfort</i> 3 rd Point: <i>Time</i>	4th Body paragraph: <i>Money</i> 5th Body paragraph: <i>Comfort</i> 6th Body paragraph: <i>Time</i>
Conclusion	Watching movies at home, definitely, has several advantages over going to the theater. This way one does not spend so much money, you can enjoy the comfort of your house, and you can use your time more effectively.	Watching movies at home, definitely, has several advantages over going to the theater. This way one does not spend so much money, you can enjoy the comfort of your house, and you can use your time more effectively.

(Adapted from: Claudio, A. M., 2005)

b) Point-by-point method

In the point-by-point method, the writer explains a particular point about X and right away compares/contrasts it with Y in one paragraph. The point-by-point method alternates the domains that one is using in his comparison and/or contrast analysis as regards both of the items in question (X and Y). In this organizational pattern, the body paragraphs are organized by point and their number is determined by the number of the points being considered. For example, if the essay contrasts between video rentals and going to theatres in terms of price,

time and comfort, the main body of this contrast essay should discuss a point of contrast about both of video rentals and theatres in a separate paragraph.

As the comparison and/or contrast analysis in the point-by-point style is done per point and paragraph, it is easier for readers to distinguish the similar and/or the dissimilar points between X and Y. Therefore, it is preferable to use this method of arrangement for longer essays.

A Sample Outline for Comparison/contrast Essay on Video Rentals and Theatres (Point-by-Point Method)

Introduction (Thesis Statement)	Video rentals are more convenient than going to the theater because you save money, feel more comfortable, and waste less time.
1st Body paragraph:	<i>Money</i>
First Item	Video Rentals
Second Item	Theatres
2nd Body paragraph:	<i>Comfort</i>
First Item	Video Rentals
Second Item	Theatres
3rd Body paragraph:	<i>Time</i>
First Item:	Video Rentals
Second Item:	Theatres
Conclusion:	Watching movies at home, definitely, has several advantages over going to the theater. This way one does not spend so much money, you can enjoy the comfort of your house, and you can use your time more effectively.

(Adapted from, Claudio, A. M., 2005)

c) *Similarities-to-differences Method (or vice versa)*

In this method, the writer devotes a section for similarities and another for differences. As far as this method is concerned, the main body of a comparison and contrast essay is supposed to cover all the similarities and all the differences in two separate paragraphs. For instance, if the essay compares and contrasts between video rentals and going to theatres, the body paragraphs of this essay should present the similar points between video rentals and theatres in one paragraph and the dissimilar points in another paragraph.

**A Sample Outline for Comparison/contrast Essay on Video Rentals and Theatres
(Similarities-to-Differences Method)**

<p>Introduction (Thesis Statement)</p>	<p>Though video rentals and theatres share some traits in common, video rentals are more convenient than going to the theater because you save money, feel more comfortable, and waste less time.</p>
<p>1st Body paragraph: First Item + Second Item (Video Rentals + Theatres)</p>	<p><i>Similarities</i> 1st Point: <i>Fun</i> 2nd Point: <i>Family/friends gathering</i></p>
<p>2nd Body paragraph: First Item + Second Item (Video Rentals + Theatres)</p>	<p><i>Differences</i> 1st Point: <i>Money</i> 2nd Point: <i>Comfort</i> 3rd Point: <i>Time</i></p>
<p>Conclusion:</p>	<p>Despite the fact that video rentals and going to theatres have similarities, watching movies at home, definitely, has several advantages over going to the theater. This way one does not spend so much money, you can enjoy the comfort of your house, and you can use your time more effectively.</p>

(adapted from: Claudio, 2005)

III. Conclusion

The concluding paragraph in comparison/contrast essay is just as important as the introductory paragraph since it seals the essay and marks the closure of the issue in question. To write one, the writer can sum up the similarities/differences written about both subjects or focus on the thesis statement and highlight the important of the topics under consideration.

Sample Essay (Block-by-Block Method)

Contrast between Backpacking or Staying in Hotels

Traveling is a hobby which many people now enjoy. It is a hobby which is becoming more and more popular as opportunities for travel become greater. These days there are several ways to travel around the world; two of the most common are backpacking and staying in hotels. There are two main differences between backpacking and staying in hotels; cost and safety.

First, backpacking is quite different from staying in hotels regarding costs and safety. To begin with, backpacking has been popular for many years with young people who do not have a lot of money to spend on traveling. By backpacking people can save a lot of money and see many more places than if they spent the same money staying in a hotel. Furthermore, as backpackers will need to sleep in a hostel or outside in a tent while backpacking, there will always be an issue of safety and security because backpackers sleep in the same area as other people, many of whom they do not know.

Second, staying in hotels, on the other hand, differs from backpacking in terms of cost and safety. Unlike backpacking, staying in hotels requires a lot more money. Hotels are one of the most comfortable ways of traveling, but only if you have enough money. By staying at a hotel people will spend much more money than they would spend in a hostel. In addition, a hotel provides a higher level of security to the traveler. Hotels require specific security details such as flight, credit cards or passport numbers to ensure the correct identification of their customers.

In brief, there are differences in cost and safety between backpacking and staying in hotels. The world is a much smaller place than it used to be, many people have the opportunity to travel and they have many ways in which to travel. People should consider their budget and take responsibility for their own safety and go out and see the world.

(Adopted from: The Structure of a Compare or Contrast Essay, n.d.)

Sample Essay (Point-by-Point Method)

Two Restaurants

Have you eaten at Linda's Restaurant lately? If you haven't, you have missed all the great improvements that she has added to her beautiful and inviting restaurant. I used to be a regular customer at José's Restaurant down the corner. But after discovering all of the new secrets at Linda's, I said: *No way José!* The more affordable prices, the great service, and the improved facilities are some of the reasons why I prefer Linda's restaurant over José's.

First of all, you feel more relaxed eating at Linda's because of the reasonable prices. For example, salads cost \$3.50 and sandwiches are at a low \$4.00. On the other hand, both of these items cost \$4.50 at José's Restaurant. At Linda's, you can eat soup for just \$3.00, but you have to pay \$3.50 at José's for the same soup. Last but not least, drinks and desserts cost \$1.50 and \$2.00 at Linda's, whereas at José's they go up to \$2.00 and \$3.00 respectively.

In addition to the lower prices, Linda's Restaurant offers a better service. For instance, it opens from 7 a.m. to 9 p.m. giving its customers two extra hours that they cannot have at José's. Although both restaurants have a convenient drive-in service, Linda has added a home delivery service to satisfy her customers at their homes. During rush hours, Linda has three cashiers working to speed up the line but José has only two, which usually slows down the line and makes the customers become impatient.

Finally, the improved facilities at Linda's Restaurant make the place more comfortable than José's. To begin with, when you get there, you have 20 parking spaces available at Linda's, different from the only 10 limited spaces at José's. Once inside the restaurant, there is a lot more space and room because Linda has expanded the place to accommodate 12 tables with 48 chairs, while José has kept his 8 tables and 32 chairs. Linda also bought a brand new central air conditioner that provides absolute coolness to her restaurant. On the contrary, José still has his traditional ceiling fans, which sometimes become an annoyance to the customers. To top it off, Linda constructed a colorful playground for kids, which has become her customers' favorite attraction. Now, they can eat and relax while their children play. At José's Restaurant, the kids look out the window trying to see the colorful playground at the other side of the street.

In conclusion, Linda's Restaurant has considerable advantages over José's. Little by little, all of José's customers are going to run away and jump into Linda's air conditioned facilities the way I did. If José doesn't do anything to improve his restaurant in the near future, he is going to be out of business!

(Adopted from, Claudio, A. M., 2005)

1.3.6. Instruction Words Asking for Comparison /Contrast Essay

Writing

After one is given a comparison/contrast essay topic, he possibly will wonder from where to start, what to include or exclude or how to answer the given essay question. For this to work well, one has to have a clear understanding of the topic and the instruction words which Dhann (2001) calls ‘directive words’, before brainstorming or writing about the topic. Analyzing the meaning of these words is a fundamental step in knowing what the instruction requires one to do and how one should answer the given assignment to produce the appropriate essay.

In fact, comparison and/or contrast essay terms fall under the category of relation terms which impel one to expose similarities, differences or associations between two or more subjects. Below is a list of some common instruction terms that one is likely to encounter in comparison and/or contrast essay questions.

Compare: implies that one is to identify both differences and similarities, but to emphasize similarities.

A sample essay question:

In an essay, compare Edward Sapir and Ferdinand De Saussure’s definitions of language.

Contrast: means to point out differences.

A sample essay question:

In the light of what you have studied, identify three British socioeconomic fields that were highly affected by the Industrial revolution. Then, make a contrast analysis of the British socioeconomic system before and after the Industrial Revolution.

Differentiate or distinguish: means to spot differences, especially when the propositions under consideration (e.g. items, concepts, events or theories) are approximately the same.

A sample essay question:

In an essay explain how language differs from dialect.

Examine the similarities/differences between X and Y: means to look in close detail at both topics and find out about the similar and the dissimilar points between the topics in question. In such question, one should offer reasons regarding the points he chooses in constructing his comparison/contrast analysis.

A sample essay question:

Write an essay in which you examine the similarities and the dissimilarities between natural languages and artificial languages.

Relate: means to emphasize connections and associations. Such instruction term leads one to show how the given topics are related to each other and how they are alike.

A sample essay question:

Write an essay to show the extent to which phonetics relates to phonology.

1.3.7. Essay Checklist

The focus on the comparison/contrast essay checklist is deemed important before writing and after writing the essay to do the following:

- learn the particular skills a reader, who can be a teacher, a proofreader or an examiner, will be searching for so that the writer would have a propensity for generating and realizing a better work product.
- fix the necessary refinements and changes before submitting the finale draft.

Comparison/Contrast Essay Checklist

	Yes	No
Purpose and Supporting Details		
The essay compares and contrasts items clearly.		
The essay points to specific examples to illustrate the comparison.		
The essay includes only the information relevant to the comparison.		
Organization and Structure		
The essay breaks the information into the whole-to-whole, similarities-to-differences, or point-by-point structure.		
The essay follows a consistent order when discussing the comparison.		
The essay breaks the information into appropriate sections or paragraphs to the ideas.		
The introduction contains a powerful thesis statement		
Word choice is precise, sentences are varied, and grammatical errors are rare or absent.		
The conclusion synthesizes, or brings together, the comparison and contrast.		
Transitions and Coherence		
The essay moves smoothly from one idea to the next.		
The paper uses comparison and contrast transition words to show relationships between ideas.		
The essay uses a variety of sentence structures and clear topic sentences.		

Remarks/Comments

Writer's name _____ Reviewer's name _____

(Adapted from: Compare & Contrast Essay, n.d.)

1.3.8. References

- Bouguebs, R., & Medfouni, K. (2007-2008). *Writing and grammar*. Constantine, Algeria: L'ENS de Constantine
- Claudio, A. M. (2005). *Comparison and contrast essay*. University of Puerto Rico, Humacao: Communication Competencies Center. Retrieved from <http://www1.uprh.edu/ccs/Ingles/Comparison%20and%20Contrast%20Essay/Comparison%20and%20Contrast%20Essay%20FINAL.pdf>
- CLRC Writing Center, Santa Barbara City College. *Writing a Compare/Contrast Essay*. Retrieved from http://mercury.educ.kent.edu/database/eureka/documents/LessonPlan_CompareContrastEssay.pdf
- Compare & Contrast Essay*. Retrieved from http://mercury.educ.kent.edu/database/eureka/documents/LessonPlan_CompareContrastEssay.pdf
- Dhann, S. (July 2001). *How to ... 'Answer assignment questions'*. Retrieved from https://education.exeter.ac.uk/dll/studyskills/answering_questions.htm
- Important words in essay questions*. (n.d.). Retrieved from <http://manoa.hawaii.edu/undergrad/learning/wp-content/uploads/2014/03/Important-words-in-essay-questions.pdf>
- Instruction terms (Essay writing)*. Retrieved from http://www.ucl.ac.uk/transition/study-skills-resources/Instruction_Terms_Essay_Writing_.pdf
- Oshima, A., & Hogue, A. (2006). *Writing Academic English* (4th ed.). New York: Pearson Education Inc.
- Robitaille, J., & Connelly, R. (2007). *Writers' resources from paragraph to essays* (2nd ed.). Boston, MA (USA): Thomson Wardsworth.
- Saratsiotis, G. *Organizational Patterns for the Comparison/Contrast Essay*. Retrieved from http://www.sjsu.edu/writingcenter/docs/handouts/Organization_CompareContrast.pdf

The Structure of a Compare or Contrast Essay. (n.d.) Retrieved from
<http://writing.itu.edu.tr/cc1.pdf>

The writing centre, Saint Mary's University. *Comparison and Contrast Essays.* Retrieved
from <http://www.smu.ca/webfiles/ComparisonandContrast.pdf>

Understanding instruction words. Retrieved from
<http://www.ncl.ac.uk/students/wdc/learning/essays/understanding/instruction.htm>

Writing Essays for Exams. Retrieved from
<https://owl.english.purdue.edu/owl/resource/737/01/>

1.4. Cause/Effect Essay

To well understand and analyze the reasons or to interpret the consequences of an event, action, a phenomenon, or a situation, it is necessary to opt for the cause and effect writing to better describe their causes and effects. In fact, the writer of this type should be reasonable, logical and believable when dealing with a particular topic. To convince readers to accept the cause/effect as plausible, it is advisable to focus only on those causes or effects that help one in persuading the readers. In the current essay, a definition of this type of writing is provided. Useful language in addition to the way how to organize its structure is shown. Question words that are asked to write a cause and effect essay are also reviewed. By the end, a revision checklist and some online activities and are proposed for students to check their writing and understanding.

1.4.1. Definition

Cause /effect essay is a common pattern of essay organization in academic writing. It explains why an event or a situation happened or what the consequences of an event were; it looks at the reasons, and then discusses the results. It discusses the causes (reasons) for something, the effects (results), or both causes and effects. A cause/effect essay tells how one event (the cause) leads to another event (effect). The writer uses cause/effect organization to answer typical questions, for instance, to explain the decline in reading ability among schoolchildren. This type focuses on the writer's ability to connect the reasons (why things happen?) and the consequences they might have. The latter may focus more on the causes or more on the effects, but most writers think of an effect or a final result. The brainstorming stage then requires thinking about one or more causes of that effect. Sometimes the whole essay will be cause and effect, though sometimes this may be only part of the whole essay. It is also possible, especially for short exam essays, that only the causes or the effects, not both, are discussed.

A cause/effect essay can analyze the ways in which one or more effects result from a particular cause (focus on effect method). It can also analyze the ways in which one or more causes lead to a particular effect (focus on cause's method). In other words, the essay may focus more on the effects of a cause or more on the causes of one effect. Either approach provides a useful means of discussing the possible relationship between the two events. It is advisable to not mix several causes and several effects in an essay because the focus may become unclear.

1.4.2. Purpose

The writing of a cause and effect essay can be used for any of the following writer's purposes:

- To examine the reasons for and the outcomes of situations. It is an attempt to discover either the origins of something, like an event or a decision, the effects that can be attributed to it or both.
- To focus on direct causes or effects. Limit one to causes that are close in time and related, as opposed to remote and indirect causes, which occur later and are related indirectly.
- To justify or condemn some actions.
- To explain or give an account of something or a situation.

1.4.3. Before Writing

The following steps may be helpful to plan for this essay:

- After selecting the topic for this type of essay, the writer's task is to determine whether the focus will be on the causes of the issue or the effects of it. This process also helps to choose and develop supporting paragraphs.
- The writer lists all the causes and/or effects s/he can think of. Then the longer list (the causes or the effects) determines the primary focus of the essay.
- Then s/he groups causes and/or effects, if there are many, into relevant and related categories such as: social, educational, political, economic, physical, emotional...etc
- Outline and structure for the causes/consequences or both before starting to write using a diagram: Draw a circle in the middle of your paper.
- Write either the causes or the effects, relying on how the essay is organized. Writing the adequate thesis statement.
- The writer implies facts, statistics, examples, quotations, logic, reasoning, analysis, and interpretation for support.

1.4.4. Useful Language

In order to write successful cause and effect model, it is of paramount importance to use appropriate transitional words and expressions in addition to structure words and helpful verbs.

Transition words and phrases:

Using transitions and connectors help the piece of writing to be coherent; they make the reader easily follow the ideas. In a cause and effect essay the following transitional expressions are useful for showing causes and effects as well as the relationship between them:

To show causes, certain words and phrases signal causes which are as follows: for, for this reason, the first cause, the most important cause, because, since, as, to result from, to be the result of, due to, because of, the effect of, the consequence of, as a result of, as a consequence of, owing to, on account of, if,... unless and only / even if.

To show effects, the following effect signal words and expressions are utilized: accordingly, as a result, as a consequence, therefore, thus, then, consequently, hence, so, to result in, to cause, to have an effect on, to affect, the cause of, the reason for, for this reason, henceforth, in order to, (one) consequence of this (is that . . .), this means that . . . and thereby.

To arrange the supporting details in a clear logical order, use transitional words indicating numerical order such as: first, second, third and finally (chronological order). Also know that in the case that causes and effects have the same importance, one must consider which cause/effect is more obvious than the others, then organize the details from the most obvious to the least obvious. In case that causes/effects have the same importance, one must consider which cause/effect is more important than the other, then arrange the details from the most important to the least important.

Introducing Cause and Effect:

It is important to be clear when showing the cause and effect relationships, this succeeds by inserting structure words which are transition signals. Below are some common cause and effect structure words. X is used to indicate a cause, while Y is used to indicate the effect.

To introduce cause :

- The first cause of (Y) is (X)
- The next reason is (X)
- Because of (X), (Y)
- As a result of (X), (Y)

- As a consequence of (X), (Y)
- because/since/as (X)
- to result from (X)
- (X) results in (Y)
- (Y) is due to (X)
- Owing to (X), (Y)
- (Y) is because of (X)
- (Y) is the effect of (X)
- (Y) is the consequence of (X)
- (a key) factor of (X)
- (X is the) reason for (Y)
- (X can be) attributed to (Y)
- (X is a) result of (Y)
- (X is the) cause of (Y)

To introduce effect :

- The first effect of (X) is (Y)
- Another result of (X) is (Y)
- As a result, (Y)
- As a consequence, (Y)
- Consequently (Y)
- Therefore, (Y)
- Thus (Y)
- Hence (Y)
- (X) has an effect on (Y)
- (X) affects (Y)
- (X) is one of the causes of (Y)
- (X) is the reason for (Y)
- (X is) caused by (Y)
- (X) influences (Y)
- (X) leads to (Y)

Useful verbs:

The following verbs are mainly used to better describe, identify and demonstrate the reasons and consequences of many phenomena, event and trends : affect, cause, contribute to, determine, influence, lead to, make, mean, result, result in, result from, brings, make, create, describe, produce, explain, analyze, provide, state, list, argue, affirm, assert, claim, find, confirm, consider, contend, , examine, discuss, prove, disprove, insist, maintain, present, report, gives rise to, brings about, are affected, are influenced, causes, produces, +are caused by, are produced by...etc.

1.4.5. Essay Organization

In order to structure a good cause and effect essay, a set of paragraphs should be written about a particular subject that deals with the different aspects of the essay within 3 main parts.

I. Introduction

The introduction in most essays begins with a specific fact to develop a general idea or with a generality (general statement) and develops particular examples, then moves to background information about the topic to prepare for the thesis statement that comes immediately. The function of the introduction is to prepare someone to read, understand and agree with the thesis.

In the cause/effect organization, the author starts with an opening sentence related to the topic being discussed, then he drafts background sentences to point the reader toward the main idea that the essay intends to develop. These sentences are about effects in cause essay or about causes in effect essay. The thesis statement which tells the main idea of the whole essay usually comes at or near the end of the introductory paragraph. It indicates or announces whether the essay will examine causes, effects or both. The words cause (s) or effect(s) are sometimes shown in the thesis statement, but this is not necessary if whether the cause or the effect is implied in the statement. Once the thesis statement has been decided on to develop the different points of the developmental paragraphs, one has to break down logically into topics that fit the body of the essay.

II. Body

While writing a cause / effect essay, the order of the main points given in the thesis statement is followed in body paragraphs. Drafting supporting paragraphs in the body is an important step in constructing a solid essay. In the body of the essay, each paragraph develops

one main point that supports the thesis statement which is the topic sentence. This topic sentence presents an idea that can be tackled in one paragraph. It must support the thesis statement. All the paragraphs should directly support the thesis statement. Each paragraph usually includes three or more supporting sentences and examples which develop the topic sentence. Indeed, body paragraphs are the reasons why the thesis is true.

In cause/ effect, and cause and effect Organization and Structure, the writer must learn about the patterns. In a cause assignment, he starts drafting the first cause paragraph by including the following: topic sentence, major supporting sentences, quotation sentence, example or statistic sentence and finish with a conclusion which sums up the ideas in the paragraph. Then, he drafts the second cause paragraph and last the third cause paragraph with the insertion of the same previously mentioned items (e.g., statistics). Transitions within and between body paragraphs create coherence. In writing effect assignments, the writer begins by first effect paragraph then the second effect paragraph to end with the third effect one. In the case of cause and effect essay, there are two methods. The first one is 1 cause and 2 effects; the second one is 2 causes and 1 effect. Considering the first one, one must write the first paragraph about cause, next he writes another paragraph about first effect, and another one about second effect. However, in the second method, one should devote the first paragraph to cause, the second one again to cause and the last one to effect. It is advisable not to mix several causes and several effects because the focus may become unclear.

III. Conclusion

It is the final paragraph of the essay aimed to close the topic that has been discussed. This is done in two ways: either by referring back to the problem, question, story or quote that has been stated at the beginning of the introduction or by emphasizing the major points, in addition to reminding the audience with the thesis statement. In this type, the writer states the topic sentence, then summarizes the main points in three sentences and ends with a concluding analysis sentence that is the final thought. It is a recap of essay.

A sample Outline for a Cause Essay about Overcrowded Cities (Chain Organization)

Thesis statement: There are two main reasons why these and other cities are becoming so crowded: one economic, the other socio-cultural.

1st body paragraph: economic reasons

1. Cities are engines of development.

2nd body paragraph: socio-cultural reasons

1. Education

2. Urbanization

A sample Outline for an Effect Essay about Computers and People's Lives (Block Organization)

Thesis statement: The two main areas in which computers have brought about a profound change in our lives are in the economic and communication fields.

1st body paragraph: economic effects

1. Computers in business

2. Computers and national economies

2nd body paragraph: effects on communication

1. E-mail

Sample Essay (Chain Organization)

Why are Cities Becoming Overcrowded?

The fact that the world's cities are getting more and more crowded is well-known. Cities such as Tokyo, Sao Paolo, Bombay and Shanghai are now considered 'mega-cities', **because of** their enormous size and huge populations. There are two main reasons why these and other cities are becoming so crowded; one economic, the other socio-cultural.

First, the primary cause of cities becoming so crowded is economic. As a country develops, its cities become the engines of development, **thus** jobs are available in these areas. Frankfurt, Istanbul, Bombay and Sao Paolo are all the economic centers of their countries. For example, Tokyo was the motor for Japan's rapid economic development in the 1960's and 70's; **as a result**, its population increased rapidly. People moved to Tokyo **because** they could find employment and establish economic security for themselves and their families there.

Second, another factor in the huge increase in urban populations is the socio-cultural factor. Thousands of people migrate to the cities **not only** for jobs **but also** for educational and personal reasons. The better universities are always located in big cities and this attracts thousands of students every year, and these students stay on and work in the city after they graduate. Moreover, young people will move to the city as the villages and rural areas are more custom and tradition oriented. **Therefore**, young people believe this is an obstacle to their personal freedom.

In conclusion, economic and cultural factors are the major causes of huge urban population. People will always move to the areas which provide opportunity and to the places which can give them the freedom they desire.

(Adopted from: Cause / Effect Essay, n.d.)

Sample Essay (Block Organization)

What effects has the computer had on our lives?

The twenty-first century is already turning out to be the century of the computer. The computer revolution that started after the Second World War is now developing exponentially and computers are beginning to **influence** and take over nearly every aspect of our lives. Computers are clearly changing and **affecting** society in many ways. The two main areas in which computers have **brought about** a profound change in our lives are in the economic field and in the field of communications.

The computer has **led to** immense changes in economic and business life. First, businesses now have to be computerized or they risk failure. Every big corporation bases its operations on computing, regardless of which sector they are in. For example, Coca-Cola, the BBC and Levi's market and sell different products and services, yet they all share one basic property – without computers their operations would collapse. Second, computing is an economic dynamo. Japan, China, India and many other countries have large IT sectors which drive their economies upwards. Furthermore, the developed world is moving from an industrial-based economy to a computer and IT-based one.

It is not just in business that computers have **affected** us so profoundly; communication has been revolutionized totally. Firstly, whereas before, people wrote letters, which would often take weeks to reach their destinations, or speak on the phone, which was terribly expensive, now they e-mail. For instance, instead of waiting weeks for a letter now, we can read it instantly, seconds after it's been written. Secondly, many people use computers to communicate with people all around the world using chat rooms and chat programs, this was impossible before the computer became widespread. **As a result**, now people who live thousands of kilometers away from each other can communicate as much as they want and whenever they want using e-mail and/or chat rooms.

In conclusion, computers have had a profound **effect** on our lives in many ways and it is in business and communication that they have had the greatest **influence**. In the future, **if** the computer continues evolving at such speed, our business practices and methods of communication will undergo even more radical changes.

(Adopted from: Cause / Effect Essay, n.d.)

In both samples, the first sentences are general statements; the underlined thesis statement is the last sentence of paragraph. Each paragraph starts with the underlined topic sentence. The conclusion repeats the thesis statement in different words and provides the writer's final thought.

1.4.6. Instruction Words Asking for Cause/Effect Essay Writing

The writer, in such sort of writing, may encounter some question words that guide him to know the type of essay to be written. The following ones might be encountered:

State or give means to write clearly about the advantages or strategies in a learning process and to give the facts and announce the details related to causes and/or effects.

Sample essay questions:

- State three benefits of using a dictionary in reading.
- What is a Technological Skill? Give two of its benefits on you as an EFL university student.
- State the main causes and effects of group work on learners/the learning process.

Analyze means to examine the nature of each cause and/or effect in order to explain.

Sample essay questions:

- Analyze the causes of the Industrial Revolution and its effects on the economy of Great Britain in the 18th Century.
- Analyze the causes of the Great Depression of the 1929.

Explain asks the student about the major factors that led to a movement to understand the steps.

Sample essay questions:

- Explain the main influences of Western culture in British literature. (causes and consequences of the Age of reason)
- It is said that ESP is a field which developed because of a revolution in Linguistics. Explain
- Explain the main factors in the origins of ESP.

Identify asks one to highlight the reasons and and/or effects of a phenomenon for example or behaviour:

Sample essay questions:

- Identify the reasons that prompt individuals to switch back and forth to their first language.
- Identify the causes and effects of French colonization on today's Algerian linguistic situation. (Bilingualism).

1.4.7. Essay Checklist

Below is a checklist for the main body of an essay. Use it to check your own writing, or get a peer (another student) to help you.

Cause/Effect Essay Checklist (1)

Item	OK?	Comment
The essay is a <u>cause and effect</u> essay An appropriate <u>structure</u> is used, either <u>block</u> or <u>chain</u> Cause and effect <u>structure words</u> are used accurately The essay has clear <u>thesis statement</u> Each paragraph has a clear <u>topic sentence</u> The essay has strong support (facts, reasons, examples, etc) The conclusion include a <u>summary</u> of the main points		

(Cause & effect essays, n.d.)

Cause/Effect Essay Checklist (2)

Proofreader's Name: _____ Author's Name: _____

Editing Checklist- Complete the following checklist and return it to the author. You will be graded on how helpful your feedback is. The author should use the feedback to make improvements to his or her writing.

Item	Paragraph	Task- DO THIS!	List
Word Choice		Find three weak words, and replace them with stronger vocabulary words.	List the words and their replacements:
Spelling/Usage		Find words that are not spelled or used correctly.	List misspelled/misused words and their correct spelling:
Punctuation		Look at the use of periods, commas, question marks. Apostrophes, etc.	List the words or sentences that which punctuation marks that are misused or left out:
Capitalization		Look at the use of capital letters in words at the beginning of sentences, in proper nouns, etc.	List words that do not use proper capitalization:
Comments	Include any helpful comments for your partner's story:		
Thesis- write the author's opinion from the rough draft	<ol style="list-style-type: none"> 1. What is the author reviewing? Is it clearly stated in the thesis? 2. Does the thesis contain the author's opinion? 3. Is the opinion clearly stated? 4. How could the thesis statement be improved? 		
Reasons- here is where you list the author's from the rough draft reasons 1. 2. 3.	<ol style="list-style-type: none"> 1. Does each reason support the thesis? 2. Did the author write at least 2-3 statements that elaborate on each reason? 3. How can these paragraphs be improved? 		
Conclusion- state it here	<ol style="list-style-type: none"> 1. Is the author's thesis restated in the conclusion? 2. Are the three reasons stated in the conclusion? 3. How can it be improved? 		

(Editing checklist, n.d.)

1.4.8. References

Cause and Effect Essay. Retrieved from

http://essayinfo.com/essays/cause_and_effect_essay.php

Cause & effect essays. (n.d.). Retrieved from

<http://www.eapfoundation.com/writing/essays/#types>

Cause / Effect Essay. n.d. Retrieved from <http://writing.itu.edu.tr/ce1.pdf>

Dorothy E Zemach & Lisa A Rumisek. (2005). *Academic Writing: from paragraph to essay*.
MACMILLAN.

Editing checklist. n.d. Retrieved from

<https://webcache.googleusercontent.com/search?q=cache:8-d9EiiMO8IJ:https://msmosnik.wikispaces.com/file/view/Peer%2BEditing%2BChecklist.doc+%&cd=2&hl=fr&ct=clnk&gl=dz>

How to Write a Cause and Effect Essay on any Topic. (n.d.). Retrieved from

http://www.scoolwork.com/EssayWritingGuide/how_to_write_cause_effect_essay_on_any_topic.aspx

Lesson Plan: How to Write a Cause and Effect Essay. (n.d.). Retrieved from

<http://www.brighthubeducation.com/high-school-english-lessons/28788-how-to-write-a-cause-and-effect-essay/>

Organizing an Essay. (n.d.). Retrieved from www.calstatela.edu/sites/.../OrganizingAnEssay-CauseEffect.doc

Oshima, A., & Hogue, A. (2006). *Writing Academic English* (4th ed.). New York: Pearson Education Inc.

Writing Cause and Effect Papers. (n.d.). Retrieved from:

http://www.butte.edu/departments/cas/tipsheets/style_purpose_strategy/cause_effort.html

Robitaille, J., & Connelly, R. (2007). *Writers' resources from paragraph to essays* (2nd ed.). Boston, MA (USA): Thomson Wardsworth.

2. Argumentative Essay

When one wants to convince his or her audience with an idea, he or she opts for writing an argumentative essay. Through the following sections, some light will be shed on the definition of this type of academic writing, its structure, and some question words which require an argumentative essay assignment. Transition and instruction words as well as useful language will also be displayed by the end of this lecture, in addition to some suggested activities that check students' understanding.

2.1. Definition

The argumentative essay can be defined as an essay that presents a central claim/ claims which is/are backed up by an argument based on evidence. That is to say, in writing an argumentative essay, the author states the idea he is attempting to convince the reader to share, and then supports it by arguments, evidence, or reasons why that idea is valid. In addition, in an argument essay, the writer may be required to refute the opposition case. He may do so through generating a set of supports for the opposition and bringing reasons why the opponent viewpoints are invalid.

2.2. Purpose

The purpose behind writing an argumentative essay is:

- To change the others' points of view or convince them to accept new viewpoints.
- To persuade people to a particular action or new behaviour.
- To learn how to clarify thoughts and expose them accurately.
- To analyse one's ideas and consider the others' ideas or views in a critical way.
- To settle disputes and uncover the truth.

2.3. Before Writing

When writing an effective argumentative essay, these steps must be followed:

- The author should introduce his or her argument by setting the context for the topic and review all the reading material.
- He or she should set up his or her tone in the introduction, telling the reader why such a topic is crucial.
- The main points to be dealt with should be divided into those for the author's issue and those against.

- The author has to decide which pattern of organization will be followed, i.e., the block pattern, or the point-by-point pattern (see section 5). In fact, the choice of the pattern to be used will rely on the selected topic. With some topics, one pattern works better than the other. The most important thing for the author is to defend his or her side and rebut or refute the other opposing side in a logical, organized and convincing manner.
- The author is advised to outline for each of the major points, including evidence, examples, explanations ... and reference.

2.4. Useful Language

Certain transition words and phrases are used to link ideas, emphasize a viewpoint or a different one, or return to a previous one. These can be used in any argumentative essay to link ideas, depending on the direction of one's argument. To better express disagreement while acknowledging someone else's opinion, it is advisable to use adverbials of contrast and concession such as:

- Subordinating conjunctions: although, even though, while, whereas
- Coordinating conjunctions: but, yet
- Transitions: however, nevertheless
- Prepositions: in spite of, despite

Below is an exhaustive list of transition words and phrases which may help in writing an argumentative essay.

Transition words and phrases: (Adopted from: Useful essay words and phrases, n. d)

Adding more to a point already made

Moreover, furthermore, again, further, what is more, in addition, besides, above all, as well (as), either...or, neither...nor, not only...but also, similarly, correspondingly, in the same way, indeed, in fact, really, in reality, it is found that...as for, as to, with respect to, regarding.

Writing in lists

First(ly), second(ly), third(ly), another, yet another; in addition; finally, to begin with, in the second place, moreover, additionally, also, next, then, to conclude, lastly, finally

Putting the same idea in a different way

In other words, rather, or, better, in that case to put it simply, in view of this, with this in mind, to look at this another way.

Showing the results of something

Therefore, accordingly, as a result, so, it can be seen that the result is, the consequence is, resulting from this, consequently, because of this, thus, hence, for this reason, owing to x, this suggests that, it follows that, in other words, otherwise, in that case, that implies.

Introducing examples

That is to say, in other words, for example, for instance, such as, an example of this is, as follows, as in the following examples, including, especially, particularly, in particular, notably, chiefly, mainly, mostly, namely.

Introducing an alternative viewpoint

By contrast, another way of viewing this is, alternatively, again, rather, one alternative is, another possibility is on the one hand, on the other hand, conversely, in comparison, on the contrary, in fact, though, although.

Returning to emphasise an earlier viewpoint

However, nonetheless, in the final analysis, despite x, notwithstanding x, in spite of x, while x may be true, nonetheless, although, though, after all, at the same time, on the other hand, all the same, even if x is true, although x may have a good point.

Summing up or concluding

Therefore, so, in conclusion, to conclude, in all, on the whole to summarise, to sum up briefly, in brief; altogether, overall, thus

Useful phrases to introduce quotations:

- As X points out,...
- According to X,...
- To quote from X, "..."
- X states/suggests that...
- X tells/shows us that...
- In an article entitled 'Title', X makes the point that...
- Referring to ..., X argues that
- As X stated/wrote/argued/discussed/expressed the concern, ...
- In 'Title of article/book', X primarily suggests ...

Useful phrases to follow quotations:

- However, Y suggests that
- Yet this does not go far enough
- This seems untenable because
- This theory best fits the known facts, since...

Useful verbs:

- These verbs can be used to acknowledge someone's opinion:
Affirm, argue, assert, claim, conclude, confirm, consider, contend, deny, describe, explain, examine, insist, maintain, present, report...
- To agree with others' opinions or refute them, these verbs are very helpful:
Agree, dispute, concur, oppose, disagree, prefer, discuss, refute....

2.5. Essay Organization

A well-structured argumentative essay has a set of paragraphs that should tackle the different aspects of the essay.

I. Introduction

How to get started is of a great importance to attract the attention of the audience to your thesis. The introduction is short in length and involves a couple of sentences related to the issue of the essay. For the following topic for example "*It is common knowledge among linguists that for a language to be studied scientifically, one should follow three criteria: empiricism, objectivity and validity*", the following steps should be followed:

- Start with a *hook*; an interesting first sentence.
- Contextualize the argument by writing *background information* about the issue written, i.e., connecting the arguments with the available facts (previous attempts to solve the problem as provided from readings or literature).
- Define any item or term that the readers may find unusual or ambiguous.
- Through a concise, precise and strong *thesis statement* that carries the ideas to be argued, the introductory paragraph will come to an end. In fact, the thesis statement sketches out a roadmap that guides the readers to the way the argument will pass through (organizational plan). It shows clearly which side the author is for, and often presents the opposing viewpoint as well.

II. Body

Each body paragraph of the essay must have the following features:

- **One point per paragraph:** Each Body Paragraph must have only one point /idea to support your thesis statement.
- **Topic sentence:** It does not only reflect the main controlling idea of the paragraph, but it links back to support your thesis statement as well.
- **Supporting sentences:** The information presented in the supporting sentences should be drawn from outside sources (theories, events, facts, statistics, examples, testimony from authority ...) to make evidence to one's viewpoint. That is, make reference to other sources (e.g. **the government claims that**).
- **Concluding sentence:** sums up the details referred to or restates the topic sentence.

The body of this type of writing requires the author's ability to make conclusions relying on definite facts and not according to his own assumptions only. The author must prove the correctness of his point of view through presenting truthful evidence (strong arguments). He can only do so through proper reasoning, inducting and drawing correct conclusions.

III. Conclusion

The concluding paragraph, as a final step, involves a summary of the PROs and CONs previously opted for to prove the thesis statement. Your thesis statement should be restated at the end of your argumentative essay. There are many ways to organize an argument essay. The author can either use a *block pattern* or a *point-by-point pattern*. The following table clearly shows the outlines of these two patterns:

Sample Outline for an Argumentative Essay on Separating the Sexes, Just for the Tough Years

Block Pattern	Point-by-point Pattern
<p>a. Introduction -Explanation of the issue</p> <p>-Thesis statement: Although some parents and educators oppose same-sex classes, there is some evidence that separating boys and girls in middle school yields positive results.</p>	<p>1. Introduction -Explanation of the issue, including a summary of the other side's arguments -Thesis statement: Although some parents and educators oppose same-sex classes, there is some evidence that separating boys and girls in middle school yields positive results.</p>
<p>2. Body <i>Block I</i></p> <p>A. Summary of the other side's arguments: 1/ Opponents of single-sex education claim that test scores show that there is no advantage to all-girl or all-boy classes. 2/Opponents also maintain that separates classes send the message that males and females cannot work together. 3/ Opponents of the same-sex education said that it is discriminatory, and unconstitutional.</p> <p>B. Rebuttal to the first argument: 1. Research is inconclusive-show opposite results 2. Other results that cannot be calculated a. Girls report increased confidence and improved attitudes toward math and science. b. Boys gain confidence</p> <p>C. Rebuttal to the second argument 1. Children constantly interact with members of the opposite sex outside school. 2. Children learn and practice on a daily basis the skills they will need. a. settling squabbles with siblings b. Teachers call on boys more often.</p> <p>D. Rebuttal to the third argument Discrimination is widespread in mixed classes.</p>	<p>b. Body</p> <p>A. Statement of the other side's first argument and rebuttal with own counterargument: -1st argument: Opponents of single-sex education claim that test scores show that there is no advantage to all-girl or all-boy classes. -Rebuttal with own counterargument: 1. Research is inconclusive-show opposite results 2. Other results that cannot be calculated a. Girls report increased confidence and improved attitudes toward math and science. b. Boys gain confidence</p> <p>B. Statement of the other side's second argument and rebuttal with own counterargument: -2nd argument: Opponents also maintain that separates classes send the message that males and females cannot work together. -Rebuttal with own counterargument: 1. Children constantly interact with members of the opposite sex outside school. 2. Children learn and practice on a daily basis the skills they will need. a. Settling squabbles with siblings b. Teachers call on boys more often.</p> <p>C. Statement of the other side's third argument and rebuttal with own</p>

<p>a. Boys dominate discussions and receive more attention b. Teachers call on boys more often</p> <p>Block II Summary of own point of view: Same-sex classes provide a better learning environment. A. Own first argument Boys and girls pay less attention to each other B. Own second argument: Girls less fearful of making mistakes and asking questions in math and science. C. Own third argument: Boys are less inhibited about sharing their ideas in language and literature</p>	<p>counterargument: -3rd argument: Opponents of the same-sex education said that it is discriminatory, and unconstitutional. -Rebuttal with own counterargument: Discrimination is widespread in mixed classes. a. Boys dominate discussions and receive more attention b. Teachers call on boys more often</p>
<p>c. Conclusion– may include a summary of the author’s point of view: The law prohibiting same-sex classes in public school should be changed.</p>	<p>3. Conclusion – may include a summary of the author’s point of view: The law prohibiting same-sex classes in public school should be changed.</p>

(Adopted from: Christine Edmonds *et al.* 2006, p.144)

The choice of the pattern to be used will depend on the topic. With some topics, one pattern works better than others. The crucial thing is that the author should defend his or her side and rebut or refute the opponent in a logical, organized and convincing manner.

Sample Essay

Separating the Sexes, Just for the Tough Years

The middle school years (grades 7 and 8) are known to be the “tough years.” These are the years when the uneven pace of girls’ and boys’ physical, emotional, and cognitive development is most noticeable. Girls are ahead of boys on all counts, and both suffer. Educators debate whether separating boys and girls during these years might improve students’ academic performance. Separate classes are now prohibited in public schools that receive federal funds, but a change in the federal law that prohibits them is under consideration. Although some parents and educators oppose same-sex classes, there is some evidence that separating boys and girls in middle school yields positive results.

Opponents of single-sex education claim that test scores of students in all-girl or all-boy classes are no higher than those of students in mixed classes (“Study: All-girls schools don’t improve test scores, 2004”). However, the research is inconclusive. Despite the fact that some research shows no improvement in test scores, other research shows exactly opposite results (“Blum, Justin. Scores soar at D.C. school with same-sex classes, 2002”). More important, many psychologists believe that test scores are the wrong measuring sticks. They believe that self-confidence and self-esteem issues are more important than test scores. In same-sex classes, girls report increased confidence and improved attitudes towards math and science, for example (“Study: All-girls schools don’t improve test scores, 2004”). These are results that cannot be calculated by a test but that will help adolescents become successful adults long after the difficult years of middle school are past. New York University professor Carol Gilligan is certain that girls are more likely to be “creative thinkers and risk-takers as adults if educated apart from boys in middle school” (Gross, Jane. “Splitting up boys and girls, just for the tough years”, 2004). Boys, too, gain confidence when they do not have to compete with girls. Boys at this age become angry and fight back in middle school because they feel inferior when compared to girls, who literally “out-think” them. With no girls in the classroom, they are more at ease with themselves and more receptive to learning (Gross, Jane. “Splitting up boys and girls, just for the tough years”, 2004).

Opponents also maintain that separate classes (or separate schools) send the message that males and females cannot work together. They say that when students go into the work force, they will have to work side-by-side with the opposite sex, and attending all-girl or all-boy schools denies them the opportunity to learn how to do so (“North Carolina school stops same-sex classes, 2004”). However, such an argument completely ignores the fact that children constantly interact with members of the opposite sex outside school. From playing and squabbling with siblings to negotiating allowances, chores, and privileges with their opposite-sex parent, children learn and practice on a daily basis the skills they will need in their future workplaces.

The final argument advanced by opponents of same-sex education is that it is discriminatory and, therefore, unconstitutional. However, research supports exactly the opposite conclusion: that discrimination is widespread in mixed classes. Several studies have shown that boys dominate discussions and receive more attention than girls and that teachers call on boys more often than they call on girls, even when girls raise their hands (“North Carolina school stops same-sex classes, 2004”). Clearly, this is discriminatory.

It should be evident that the arguments against same-sex classes are not valid. On the contrary, many people involved in middle-school education say that same-sex classes provide a better learning environment. Boys and girls pay less attention to each other and more attention to their schoolwork (“Marquez, Laura. No distraction? 2004”). As one teacher noted, “Girls are more relaxed and ask more questions; boys are less disruptive and more focused” (“North Carolina school stops same-sex classes, 2004”). Girls are less fearful of making mistakes and asking questions in math and science; boys are less inhibited about sharing their ideas in language and literature. Furthermore, schoolchildren are not disadvantaged by lack of contact with the opposite sex because they have many opportunities outside the school setting to interact with one another. Finally, discrimination occurs in mixed classes, so discrimination is not a valid argument. Therefore, in my opinion, the law prohibiting same-sex classes in public schools should be changed.

(Adopted from: Oshima, & Hogue, 2006, pp.144-145)

2.6. Instruction Words Asking for Argumentative Essay Writing

The student, in such sort of writing, may encounter some questions words that help him or her to identify the nature of essay to be written. The following ones might be encountered:

Sample essay questions

- Are students with a high IQ more competent in EFL learning than those with a low one?"

Differently re-worded

- Do you think that the difficulty in learning a foreign language could be related to IQ?

Do you agree? Is a question generally encountered right after a statement or a quote.

A sample essay question

-Many linguists confirm that structuralism emerged through the ideas of Ferdinand De Saussure and did contribute to the development of linguistics and helped making it as a science. Do you agree with such a claim?

Evaluate means how valid is something? Or how well does it work? To evaluate something, the author should give his or her opinion, quote supporting evidence and provide arguments against that opinion and his or her view of their validity.

A sample essay question:

Evaluate the contribution of political parties to the development of public policy in the US and UK.

The table below reviews other instruction words that show that the questions should be answered in the form of an argumentative essay:

Instruction word	Meaning
Argue (A	Persuade by showing evidence that something is true, or the course of action which should be taken. Give reasons why something should or should not be done.
Criticise d a p t	Make decisions. Analyse and make a judgment. Referring to the opinions of other people (particularly acknowledged experts) is useful when supporting your judgment. When offering criticism, always try to include constructive suggestions as to how any problems could be overcome.
Discuss e d	Debate advantages and disadvantages. List Pros and Cons. Argue the merits of different points of view about something. Do not just explain or describe.
How far – To what extent? Up to what point? f r	It is usually best not to be 100% in agreement or disagreement, nor to be in the middle: show that you are aware of different, opposing opinions, but come down clearly on one side in your argument.
Justify o m	Give solid evidence for. Go on to a conclusion and support it with facts and figures. You may also give evidence against opposite interpretations
Prove :	Show that..... Support with facts, figures, evidence, or examples. Give references.

(Study guides: Writing)

2.7. Essay Checklist

One can make use of this checklist to revise an argument essay:

Argumentative Essay Checklist

	Yes	No
1. Is your thesis statement specific and includes your: -Topic? -Opinion? -Three reasons?		
2. Do you use a variety of sentence structure in your essay?		
3. Is the opposing viewpoint described throughout the essay (in the introduction, body paragraphs, and conclusion)?		
4. Does the conclusion include a clear call to action that requires immediate response?		
5. Is there a hook/lead included at the beginning of the introduction which draws the reader in?		
6. Are quotes/examples/evidence used in the essay to support the thesis? If not, suggest something from an article to use.		
7. Is all evidence clearly connected to the thesis (no unrelated details)?		
8. Is a variety of higher-level vocabulary used throughout the essay?		
9. Is the essay free of repetition (repeated ideas, phrases, or words)?		
10. Does the essay have clear transitions between paragraphs, as well as a topic & concluding sentence for each paragraph?		

(Adopted from: Revision checklist for argumentative essay, n.d).

2.8. References

- Francis, P J. (April, 2010). *Rhetorical questions in persuasive essays*. Retrieved from:
hgpublishing.com/blog/rhetorical-questions-in-persuasive-essays/
- Oshima, A. & Hogue, A. (2006). *Writing academic English* (4thed). Pearson Education, Inc.
- Persuasive essay structure: When you're trying to convince your audience of an idea or argument*. (June, 2012). Retrieved from <http://studentsuccess.asu.edu/writingcenters>
- Revision checklist for argumentative essay*. (n.d). Retrieved from:
<https://d3jc3ahdjad7x7.cloudfront.net/rBlc02QcWokEtROVs4HVi9MWJN19veDgVgLkgUIJGiBSDNLo.pdf>
- Robitaille, J., & Connelly. R. (2007). *Writer's resources: from paragraph to essay* (2nded). Boston, USA: Thomson Wadsworth.
- Smith, B. (2003). *Proofreading, revising, & editing skills success in 20 minutes a day*. New York: Learning Express, LLC.
- Study guides: Writing*. (n. d). Retrieved from
<http://library.bcu.ac.uk/learner/writingguides/1.11.htm>
- Useful essay words and phrases*. (n.d). Retrieved from
<https://fr.scribd.com/doc/26591633/Useful-Essay-Words-and-Phrases>
- Writing an argumentative essay*. (n.d). Retrieved from
<http://www.buowl.boun.edu.tr/students/types%20of%20essays/argumentative/argumentativeprint.htm>
- Zemach, D. E., & Rumisek, L. A. (2005). *Academic writing: from paragraph to essay*, MACMILLAN.

3. Narrative Essay

A narrative essay is also called a “story” and its writer is, indeed, the story teller. In writing a narrative, the writer creates a personal story that does not entertain readers, but that results in getting some concluding point, a moral or a message. For this to work well, narrative essays are allowed to be a bit more creative in terms of their essays structure and organization. This does not mean, however, that these essays have no basic structure like the other academic essays usually do or that their writers do not follow certain guidelines when writing a narrative. In the sections that follow, one will know what characterizes a narrative essay and how to organize and write one.

3.1. Definition

A narrative essay is the essay that reflects the writer’s feelings, ideas and actions all through a personal story. It is usually written in the first person point of view (using *I*); yet it may well be written in a different point of view. Because narrative essays relate several events, the latter are said to be presented in chronological order. Some narrative essay topics include a special person, place, scene or event.

3.2. Purpose

The narrative essay tells a story to make a point. In writing a narrative essay, the aim is not merely to entertain readers, but to show readers the importance and the influence of narration in awakening their curiosity vis-à-vis certain ethics and values.

3.3. Before Writing

Before writing a narrative essay, it is important to:

- Consider the topic assigned.
- Record details, including the setting, the people, the objects and all the possible events involved in the narrative.
- Avoid skimming over details.
- Reflect on the sequence of the events.
- Involve readers in the narrative through the use of vivid accounts and expressions that illustrate the main occurrences and interesting incidents of the story (See the narrative essay checklist below).

3.4. Useful Language

To involve readers in a narrative, effective writers make use of certain connecting words or phrases. Seeing that the narrative is set to recount a series of acts and events, narrative essay writers are supposed to use certain verbs (e.g., action, movement, sounds and senses verbs) as well as some connecting words and phrases that are generally time markers to make the events flow smoothly. The chart below includes some of the verbs and transition words and phrases that one can use in writing a narrative.

Chronological order				Prepositions		Time words and phrases	
<ul style="list-style-type: none"> - First (second, third, forth, etc.) - Next / Subsequently - Then / Soon after - after / Afterwards - Later on - Finally/ Eventually/ At last / In the end 				<ul style="list-style-type: none"> - after - at - by - during - from - until - till 		<ul style="list-style-type: none"> - after - as soon as - before - until - when - whenever - while - meanwhile - one week ago - on that day - last year/month/Sunday - after an hour - after a few minutes - when suddenly - out of the blue - at the same time - at this point - by this time 	
Verbs				Adjectives for expressing feelings			
<i>Action</i>	<i>Movement</i>	<i>Sounds & Senses</i>	<i>Reported Speech</i>	☺		☹	
<ul style="list-style-type: none"> - Explode - Flash - Crash - Rescue - Save 	<ul style="list-style-type: none"> - arrive - drive - go - return - stop 	<ul style="list-style-type: none"> - shout - scream - yell - ring - hear - see - listen - watch 	<ul style="list-style-type: none"> - think - speak - tell - report - ask - wonder 	<ul style="list-style-type: none"> - delighted (about/to) - excited (about/to) - happy (about/to) 		<ul style="list-style-type: none"> - afraid (of/to) - sad (about) - scared (to) - surprised (to) - upset (about) 	

3.5. Essay Organization

A narrative essay is often called a personal essay since it gives its writer the chance to share a personal experience with his or her readers. It shares the same traits the novel or the story has. So to write one, specific elements should be included to create an effective narrative essay. Therefore, before embarking on writing a narrative essay, one should first have a story that represents a past experience, such as the one will be reviewed later in this section: “How I Learnt to Swim”.

I. Introduction

The essay should start with an opening that clearly indicates what kind of story it is; is it a personal event, a personal experience (anecdote) or something else? It allows the reader to uncover the essence of what will be narrated and described and the narrator’s viewpoint. To state the main idea at the beginning, or the thesis statement, about whatever story, guides the reader to expect what lies in author’s mind.

I. Body

Each body paragraph of the essay must have the following characteristics:

- The author should describe the person(s), the scene(s), and the event(s) happening in details to give the reader an explicit idea about what happened and how the writer thought or felt about the event(s).
- The events of the story should be presented and organized either by importance, type or time or space of happening. The constituent elements of the narrative essay are similar to those of a story or novel - an opening in the introductory paragraph, a plot, characters, setting (space and time), a set of events that come together to a climax in the body of the essay, and an ending in the conclusion. More importantly, the plot is written in sensory, emotional language and vivid descriptions are drawn in creative language. (See the model essay provided below: “How I learnt to Swim”).
- As already mentioned, dialogues can also be incorporated within the series of events, but only if they are correctly punctuated, to draw lively and vivid scenes in the essay to involve the reader.
- An intimate discussion is opened with the readers when the point of view in narrative essays is in first person pronoun “I”.

II. Conclusion

Any story should come to an end. The final paragraph ends it and the author should state the point of the story; it can be a lesson, an idea, a learning experience or even the aim

behind the narration. For example, in “How I learnt to Swim”, two points are made by its writer. The first is stating the feeling after the achievement of his goal; the second one is: “practice makes perfect”. Both of them took place in the conclusion.

Sample Essay

How I Learnt Swimming

Learning something new can be a scary experience. One of the hardest things I've ever had to do was learn how to swim. I was always afraid of the water, but I decided that swimming was an important skill that I should learn. I also thought it would be good exercise and help me to become physically stronger. What I didn't realize was that learning to swim would also make me a more confident person.

New situations always make me a bit nervous, and my first swimming lesson was no exception. After I changed into my bathing suit in the locker room, I stood timidly by the side of the pool waiting for the teacher and other students to show up. After a couple of minutes the teacher came over. She smiled and introduced herself, and two more students joined us. Although they were both older than me, they didn't seem to be embarrassed about not knowing how to swim. I began to feel more at ease.

We got into the pool, and the teacher had us put on brightly colored water wings to help us stay afloat. One of the other students, May, had already taken the beginning class once before, so she took a kickboard and went splashing off by herself. The other student, Jerry, and I were told to hold on to the side of the pool and shown how to kick for the breaststroke. One by one, the teacher had us hold on to a kickboard while she pulled it through the water and we kicked. Pretty soon Jerry was off doing this by himself, traveling at a fast clip across the short end of the pool.

Things were not quite that easy for me, but the teacher was very patient. After a few more weeks, when I seemed to have caught on with my legs, she taught me the arm strokes. Now I had two things to concentrate on, my arms and my legs. I felt hopelessly uncoordinated. Sooner than I imagined, however, things began to feel "right" and I was able to swim! It was a wonderful free feeling - like flying, maybe - to be able to shoot across the water.

Learning to swim was not easy for me, but in the end my persistence paid off. Not only did I learn how to swim and to conquer my fear of the water, but I also learned something about learning. Now when I am faced with a new situation I am not so nervous. I may feel uncomfortable to begin with, but I know that as I practice being in that situation and as my skills get better; I will feel more and more comfortable. It is a wonderful, free feeling when you achieve a goal you have set for yourself.

(Adopted from: Bouguebs & Medfouni, 2007-2008, p.17)

3.6. Instruction Words/ Phrases Asking for Narrative Essay Writing

Common question words for this type of writing are generally found as:

Write an essay in which you tell a story about...

A Sample essay question:

Select a vivid time from your infancy and Write an essay in which you tell the story of the loveliest or the funniest of the events related to your childhood memories.

Write an essay in which you narrate

A Sample essay question:

The first day at university is a memorable day; all of us have lived this experience. So, *what can you tell* your readers about this unusual day? In an essay, narrate all the events that you witnessed during that day and mainly those that marked you and made this day memorable showing your readers why it is unforgettable.

Describe the events that....

A Sample essay question:

In an essay describe all the events of African Americans' emancipation during the civil war and after it.

3.7. Essay Checklist

This revising checklist is designed to help students edit their own narrative writing or evaluate their partners' writing.

Narrative Essay Checklist

	Yes	No
Introduction		
Does the introduction begin with a hook?		
Does the introduction establish a clear purpose and direction?		
Does the introduction end with a statement that relates to the next paragraph?		
Body		
Is each topic sentence (body paragraph) set about an interesting incident or event in the narrative?		
Does each body paragraphs include sensory imagery and vivid details to support the topic sentence?		
Do all body paragraphs end with a sentence that relates to the next paragraph?		
Conclusion		
Does the conclusion tie up all loose ends and parts of the story together?		
Does the conclusion express the author's final thoughts that provide an insight or comment of the events that occurred in the narrative?		
Does the conclusion include a clincher?		
Content		
Are the events told in chronological order?		
Do the minor events flow smoothly?		
Do the events follow the plot structure (exposition, rising action, climax, falling action, resolution)?		
Is the narrative written in first person point of view?		
Does the narrative include details that make the story memorable?		
Does the narrative include the author's personal feelings about the event?		
Word choice and Sentence Structure		
Time order and transition words are used to tie events and paragraphs together.		
Vivid adjectives, nouns and verbs are used.		
Words are not overtly used and do not become repetitive.		
Varied sentence beginnings, lengths and structures are used.		
Incomplete sentences and sentence fragments are avoided.		
Run-on sentences are avoided.		

3.8. References

Bouguebs, R., & Medfouni, K. (2007-2008). *Writing and grammar*. Constantine, Algeria: L'ENS de Constantine

Folse, K. S., Muchmore-Vokoun, A. & Solomon, E.V. (Eds.). (2014). *Great Writing 4: Great Essays* (4th ed.). Boston, MA (USA): Sherrise Roehr.

JH Narrative / Essay Rubric & Narrative Checklist.(n.d.). Retrieved from:

http://schools.cbe.ab.ca/b806/elac/7.%20JH%20pers_essay%20rubric%20&%20essay%20chklst.pdf

Beck, K. (n.d). *Instructions to write a narrative essay*. Retrived from:

<http://education.seattlepi.com/instructions-write-narrative-essay-2517.html>

Narrative essay. (n.d.). Retrieved from:

<http://www.epcc.edu/WritingCenterValleVerde/Documents/Narrative%20Essay.pdf>

Narrative essay checklist. (n.d.). Retrieved from:

<http://www.mooreschools.com/cms/lib/OK01000367/Centricity/Domain/1424/Narrative%20Essay%20Checklist.pdf>

Narrative essay rubric. (n.d.). Retrieved from:

<http://apps.gcsc.k12.in.us/blogs/jhunter/files/2013/10/narrative-essay-editing-checklist-and-rubric.pdf>

Narrative Essay Examples. (n.d.) Retrieved from:

<http://examples.yourdictionary.com/narrative-essay-examples.html>

Robitaille, J., & Connelly, R. (2007). *Writers' resources from paragraph to essays* (2nd ed.). Boston, MA (USA): Thomson Wardsworth.

The college student's guide to writing five types of essays. (n.d.). Retrieved from:

https://www.missouriwestern.edu/cas/wp_content/uploads/sites/217/2015/06/FIVE-TYPES-OF-ESSAYS-Kellie-F..pdf

Tips for writing a personal narrative essay. (n.d). Retrieved from:
<http://grammar.yourdictionary.com/grammar-rules-and-tips/tips-for-writing-a-personal-narrative-essay.html>

Words and sentences for narratives. (n.d.). Retrieved from:
http://www.admc.hct.ac.ae/hd1/english/narrate/narrative_words.pdf

4. Descriptive Essay

Description is an important element in many types of writing. It is embedded in an argumentative essay to make a position more persuasive. It is also required in academic narrative/descriptive writing because the goal is not so much to entertain as it is to convey a dominant impression or the reason or significance of the story being told or described, in a clear and purposeful way. The descriptive essay is required on organizing sensory information and choosing vivid details to make the piece of writing rich. Through this lecture, a definition is provided here in addition to the different purposes of choosing this academic style. This section also offers useful writing outlines to plan and structure this kind of essay. Some question words are focused on to serve essay assignment. By the end, an effective language designed to develop student's understanding of rhetorical modes, and some selected online exercises and learning checklists are provided so that students can refine their writing and master the form.

4.1. Definition

Describing is a way of illustrating something with words. Similarly, descriptive essay helps one to illustrate something in a way that the reader can see, feel or hear whatever it is one is writing about. It describes someone or something in colorful and vivid detail to create a visual picture with words for the audience. Descriptive essay strives to create a deeply involved and vivid experience for the reader. It achieves this affect not through facts and statistics but by using detailed observations and descriptions to project complete pictures into the minds of the audience.

When the writer opts for this writing type, his job is to observe and record specific details that appeal to the reader's senses (sight, hearing, touch, smell and taste), and paint a mental picture of the person, place or object. In fact, there are two kinds of descriptive essays. The first one is an objective essay. The writer here describes objects, as any person would see them: color, shape, length, height, width, weight, etc. It does not contain any of the writer's likes or dislikes or feelings about the object being described (it does not give the reader an idea of the writer's attitudes to the object/person described). The second kind is an impressionistic or subjective essay. It employs all the senses to convey the desirable meaning. This is very emotional and sensual. Both kinds describe objects and people as the writer sees them. They rely on the writer's five senses to paint a picture in the reader's mind.

4.2. Purpose

The aim of writing descriptive papers is:

- To describe or portray something, someone, or some place with enough detail to help the reader create a mental picture of what is being written about.
- To make sensory details vividly present to the reader.
- To illustrate something in a way that the reader can see, feel, or hear whatever it is the author is talking about.
- To reveal the meaning of a subject through detailed, sensory observation.
- To recall facts, processes or events one is not asked to explain or interpret but instead to provide a thorough description.
- To give the main characteristics or features of something, or outline the main events.
- To describe what happened like main events, methods and findings.
- To describe the main features or functions of a policy, practice or method.
- To summarize the major points of a theory or article.

4.3. Before Writing

In prewriting for a good descriptive essay, the first step is to plan. First, choosing a topic; second, gathering information about it; and third, using a graphic organizer to map out the structure. Understanding and following the proven steps of the writing process helps all writers, including students.

- The writer should have a purpose in mind. Is he trying to give an objective description, or is he trying to convey an attitude, opinion, or mood about the subject?
- Descriptions of people, places, and objects are different; therefore, he will have different considerations for each.
- In describing a person, he will help the reader to see the person and his or her character by describing appearance, dress, mannerisms, actions, and/or speech.
- For describing a place, scene, or activity, he will select a physical perspective or viewpoint on the subject and stick to it. The perspective might also include the time of day and season of the year.
- In describing an object, he will make the reader see the object and its meaning to him. Descriptions of objects rely on the five senses (sight, sound, touch, taste, and smell) to evoke the physical appearance and emotional associations of the object.

- Decide on an emotional perspective or attitude towards the topic and keep it in mind as you select details. Do you like or dislike this subject? What is the dominant impression or mood you wish to evoke? This mood or feeling will be a unifying element in the description. Try not to confuse the reader by giving some positive and negative details.
- Make a list of things seen, heard, smelled, tasted, and felt, choosing those things that fit the physical and/or emotional perspective.
- When description devolves into explanation (telling rather than showing), it becomes boring. Similarly, if the subject of the description is an object or a place, one may include not only its physical appearance but also its geographic, historical, or emotional relevance as long as one shows it using sensory details and avoid explaining.
- Use colorful adjectives and adverbs to make the experience more vivid. Appropriate comparisons like metaphors, similes make the writing more descriptive, familiar and expressive.
- Describe the scene by using prepositions and prepositional phrases which specify location or position in space.
- Use the five senses and clearly describe the thoughts to the readers. The more specific you can be, the more you will help the reader see the scene you have in mind.
- Select concrete and specific words that you are familiar with language that express the intended meaning, and have the right emotional associations.
- It must be precise in its detail and it is better to go from the general to the specific. Otherwise, the reader will have trouble building the image in their mind's eye.

4.4. Useful Language

What makes writing work effective is the language the author chooses to use. He employs the power of language and all the human senses to bring a topic to life. To this point, some adjectives, adverbs, figures of speech and prepositional phrases are offered to describe people, places and processes.

Adjectives:

To help the reader visualize the objects that are being described, it is necessary to include a number of descriptive words and phrases.

Common adjectives for describing people:

Personality	Physical appearance
happy,satisfied,relaxed,exciting,nervous,angry,serious,sad,depressed,easy going,kind,trustfull,friendly,honest,loving,nonchalant,funny,hyper,faithfull	tall, small, tiny, short, thin, heavy, strong, weak, athlete, light, dark-skinned, brown, black, blond, red-haired, light, pluffy, curvy, chubby, old, young, pale, fat.

Common adjectives to describe a place:

Shape & size	Atmosphere	Appearance
large/small wide/narrow round/rectangular	cosy, comfortable warm/cool cold/hot	colourful, unforgettable, beautiful unattractive

Adverbs:

They modify verbs and adjectives in order to communicate meaning effectively. Here are common adverbs:

Accidentally, angrily, anxiously, awkwardly, badly, blindly, boastfully, boldly, bravely, brightly, cheerfully, coyly, crazily, defiantly, deftly, deliberately, devotedly, doubtfully, dramatically, dutifully, eagerly, elegantly, enormously, evenly, eventually, exactly, faithfully, finally, foolishly, fortunately, frequently, gleefully, gracefully, happily, hastily, honestly, hopelessly, hourly, hungrily, innocently, inquisitively, irritably, jealously, justly, kindly, lazily, loosely, madly, merrily, mortally, mysteriously, nervously, never, obediently, obnoxiously, occasionally, often, only, perfectly, politely, poorly, powerfully, promptly, quickly, rapidly, rarely, regularly, rudely, safely, seldom, selfishly, seriously, shakily, sharply, silently, slowly, solemnly, sometimes, speedily, sternly, technically, tediously, unexpectedly, usually, victoriously, vivaciously, warmly, wearily, weekly, wildly, yearly, always.

Figurative language:

Figures of speech are imaginative comparisons between two dissimilar things. They may enliven descriptions by making the essay more visual or forceful. Here are some common figures of speech that could prove effective in writing descriptive essays:

- Simile: using the words such as “like” or “as” when comparing.
e.g. A ride to North Hutchinson Island is like a flight to a Caribbean getaway.
- Metaphor: implying a comparison between two things that are essentially different.
e.g. Stalking their prey, the deputies remained hidden in the bushes and ready to spring on speeding motorists.
- Personification: giving human characteristics to inanimate objects.
e.g. The truck, covered with mud and love bugs, cried out for a wash.
- Symbol: a person, place, or thing that represents an abstract idea or concept.
e.g. A rock is a symbol of strength

4.5. Essay Organization

Like all types of writing, a descriptive essay encompasses three parts, namely introduction, body and conclusion. Below is a detailed outline for this type.

I. Introduction

In a model essay structure, the introduction should provide a logical progression towards the thesis, it focuses on. This paragraph has four or five powerful sentences that introduce the topic being described. The first sentence is the chance to grab the readers’ attention. One way to do this is to make a general statement about the topic. It is the hook which introduces the object or event of description. The middle sentences provide the background information which should be interesting and engage the reader; prepare them for the thesis. The thesis statement tells what the paragraph is about. It states what the writer wants his readers to know, believe, experience or understand after reading the essay. The thesis generally presents the subject of the description and/or establishes the tone or mood of the description. It controls the details he will include. It tells why the object or event of description is important to the writer.

III. Body

The main body contains the points outlined in the introduction divided into paragraphs. The first paragraph covers the first point addressed. The first sentence is the topic sentence which introduces the main idea of the paragraph. Other sentences develop the topic and include relevant examples, details, evidence, quotations and references. The second paragraph and other paragraphs have the first sentence which links the paragraph to the previous one then introduces the main idea of the paragraph. Each topic sentence makes one point that supports the thesis. The sentences following the topic sentence give more information about it and enough specific detail in each sentence to convince the reader. The relationship between sentences should be clear. The last sentence summarizes the writer's thoughts and transition to the next paragraph.

Descriptions can be organized spatially (left to right, top to bottom, inside to outside); chronologically (in time order); or in order of importance (the thing that strikes one first or that is dominant about what he is describing). The topic and purpose of the description will guide the choice and organization of details. For example, it does not make sense to describe a person's facial features and hair, then his sonorous voice and impressive vocabulary, and then return to details about his eyebrows and glasses.

III. Conclusion

Like the introduction, the conclusion is another place the writer can get away with reflecting about his subject: Why did he write this description? What is its significance to him, to his reader? If he has achieved his purpose, his conclusion should only confirm in the reader's mind what he has already shown him by his use of selected sensory details. In this last paragraph, the writer restates the thesis statement, and then summarizes the details he has presented. It gives the writer's final opinion about the description, and leaves the reader with a clear impression of what he thinks.

A sample Outline for a Descriptive Essay about a Summer Holiday

I. Introduction:

Hook: My family has always looked forward to leaving Florida during the **torrid** summer months.

Background Information: sets the stage: where the action happened, when it happened, and to whom it happened. Note descriptive words.

Thesis statement: Each summer, we follow the yellow brick road to our hometown in upstate New York.

II. Body:

A. Paragraph 1:

Topic sentence: As we drive through state after state, it becomes apparent that the world around us is changing.

Supporting sentences: they provide details, translating an experience into written words that permit the reader to visualize the situation (one can note the descriptive details in the sample essay below).

B. Paragraph 2:

Topic sentence: Leaving the flatlands and entering an area where we are suddenly surrounded by hills of purple and blue are by far the most awakening moments.

Supporting sentences: they provide details, especially adjectives. Writer makes use of figurative language (personification - flowers "waving hello").

C. Paragraph 3:

Topic sentence: The journey home is almost complete.

Supporting sentences: they continue to appeal to readers' senses with visually descriptive words (One can note how the writer uses figurative language, as the simile "like a carriage created by nature" and how he creates images for the reader (bold type, see the sample essay below) by appealing to the senses.

III. Conclusion:

It alludes to another sense (smell) and uses words to indicate closing ("final crest").

(Adopted from: Descriptive writing, n.d.)

Sample Essay

Summer Holiday

My family has always looked forward to leaving Florida during the **torrid** summer months. It is a tremendous relief to get out of the **heated hustle and bustle** of summer living in Florida. Each summer, we follow the yellow brick road to our hometown in upstate New York.

As we drive through state after state, it becomes apparent that the world around us is changing. In South Carolina, we already begin to notice changes. The trees appear to be touchable, offering **soft, plush** leaves which **sway in the breeze**, and the grass actually invites us to share its place rather than scaring us away with **mounds of intruding fire ants**. As each state brings new surroundings, our anticipation builds, and home seems closer all the time.

Leaving the **flatlands** and entering an area where we are suddenly **surrounded by hills of purple and blue** are by far the most awakening moments. Virginia and Pennsylvania offer brilliant scenery with **majestic hills and checkerboard farmlands**. As we descend through the **curves and winds** of the northern region of the United States, home is now very close: we are almost there. Suddenly, we have driven from **wide-open** flatlands to a **narrow, winding road surrounded by hillsides of stone and trees**. **Around every curve, orange and black tiger lilies claim their place in the world as they push themselves out toward the car, waving hello and flashing their mysterious black spots toward us as we drive by.**

The journey home is almost complete. **As we begin our final descent** through the state of Pennsylvania into upstate New York, the surroundings become comfortably familiar. Before long, we are welcomed by **a sign that reads “Waverly, 18 miles”** and the familiar fields of **grazing cattle**. Through the last stretch of Pennsylvania, the **bursting foliage** seems to **envelop us and carry us over the hills like a carriage created by nature**.

It is at this point that our family, even the youngest member, knows that our vacation in New York is about to begin. Our eldest son has joked for years that he can **“smell” Grandma’s apple pie** already. Approximately fifteen minutes pass and as our vehicle takes us over the final crest, we see **the smoke stack from the local factory** as we cross the border of Pennsylvania and New York and are aware of our surroundings. A couple of turns later, we are there. We have reached our destination; we are home.

Arin B. Terwilliger

(Adopted from: Descriptive writing, n.d.)

4.6. Instruction Words Asking for Descriptive Essay Writing

The question words below may guide the author to write in this type of essay:

Describe: means to provide/report details about something or to represent or give an account of in words describe a picture.

Sample essay questions:

- Write an essay describing how Noam Chomsky makes a tight relationship between the LAD (language Acquisition Device) and language among children to acquire their first language.
- Describe the translation process of a text from Arabic into English.
- Describe the steps of the Norman Conquest.
- Describe how academic research is a systematic process involving a set of phases or steps.

Show: means to display, to make something known, to explain.

Sample essay questions:

- Write an essay showing how speakers vary their speech in different contexts.
- Show the technique of epiphany in *The Dead* by James Joyce.
- Write an essay showing how Henry James's novella "Daisy Miller" has been considered as "an outrage to American girlhood."

4.7. Essay Checklist

In order to analyze the strengths and weaknesses of this type of writing, use the essay revision checklists below.

Descriptive Essay Checklist (1)

Unity
<ul style="list-style-type: none">- Do you have a clearly state thesis in the introductory paragraph?- Does the thesis convey a dominant impression?- Is each paragraph necessary for the reader to understand the essay?
Support
<ul style="list-style-type: none">- Are there at least two separate supporting points for your thesis?- Do you have <i>specific</i> evidence for each of your supporting points?- Do you have enough specific evidence for each of your supporting points?
Coherence
<ul style="list-style-type: none">- Do you have a clear method of organization?- Do you use transitions and connecting words?- Do you have an effective introduction, conclusion, and title?
Audience and Purpose
<ul style="list-style-type: none">- Do you have an appropriate audience in mind? Can you describe them?- Do you have a purpose for the paper? What is it suppose to do or accomplish?- Does the purpose match your assignment?
Sentence Skills
<ul style="list-style-type: none">- Sentence Fragments- Fused sentences- Incorrect verb forms- Problems with subject verb agreement- Problems with pronoun and antecedent agreement- Punctuation problems

(Adapted from, Writing a good thesis for a descriptive essay, n.d.)

Descriptive Essay Checklist (2)

Descriptive Essay	✓
I connected the writing directly to the prompt.	
I introduced the subject clearly at the beginning.	
I developed a clear beginning, middle, and ending.	
I chose interesting descriptive details to build the description.	
I used colorful, sensory words to create strong mental images for readers.	
I used appropriate comparisons to strengthen the description.	
I used an effective system of organization.	
Sentences and Paragraphs	✓
I wrote clear and complete sentences.	
I wrote different kinds of sentences and varied the type and length of sentences.	
I avoided run-on and rambling sentences.	
I began a new paragraph for each change of idea or speaker.	
I indented the first line of each new paragraph	
Parts of Speech	✓
I used the correct forms of possessive nouns.	
I used subject and object pronouns correctly.	
I used pronouns that agreed with their antecedents.	
I used correct verb tenses.	
I used correct subject-verb agreement.	
I used conjunctions correctly.	
I used adjectives and adverbs correctly.	
I used homophones correctly.	
Capitalization and Punctuation	✓
I began sentences and quotations with a capital letter.	
I capitalized the names of people, places, and things correctly.	
I ended sentences with the correct punctuation mark.	
I used commas in the right places.	
I used apostrophes correctly.	
I used quotation marks correctly.	
I used italics or underlining correctly.	

(Adopted from: Student Checklist for Descriptive Essays, n.d.)

4.8. References

Dorothy E Zemach & Lisa A Rumisek. (2005). *Academic Writing: from paragraph to essay*, MACMILLAN.

Writing a Good Thesis for a Descriptive Essay. (n.d.). retrieved from <https://nncwwriting.wikispaces.com/file/view/Descriptive+Essay.pdf>

Student Checklist for Descriptive Essays. (n.d.). Retrieved from <http://classcunit6.wikispaces.com/file/view/checklistDescEssays.pdf>

Oshima, A., & Hogue, A. (2006). *Writing Academic English* (4th ed.). New York: Pearson Education Inc.

Robitaille, J., & Connelly, R. (2007). *Writers' resources from paragraph to essays* (2nd ed.). Boston, MA (USA): Thomson Wardsworth.

Savage, A. & Mayer, P. (2005) *Effective Academic Writing 2*. Oxford: Oxford University Press.

Tips on Writing a Descriptive Essay. (n.d.). Retrieved from <http://www.time4writing.com/writing-resources/descriptive-essay/>

Tip Sheet Writing a Descriptive Paper. (n.d.). Retrieved from http://www.butte.edu/departments/cas/tipsheets/style_purpose_strategy/descriptive_essay.html

Peay, A. (2012). *The Descriptive Essay*. State University: Academic Support Centre.