

ENG3C
Essay Unit

Essay

Types of Writing

There are many different forms of writing, but most of them can be classified under the DANE-CCC acronym:

- D**escriptive
- A**rgumentative and Persuasive
- N**arrative
- E**xpository
- C**ompare and Contrast
- C**ause and Effect
- C**ritical Analysis

Descriptive Writing

Descriptive writing generally uses a lot of sensory details that appeal to the five senses. It can also describe what something is, how it works, or how something happened. A literary device that is directly associated with this form of writing is imagery.

Argumentative and Persuasive Writing

Argumentative and persuasive writing both try to convince the reader to accept the writer's point of view. This writing can either be serious or funny, but is always focused on convincing the reader of the validity of an opinion.

Although both argumentative and persuasive writing aim to convince someone of something, they are different in how they approach this goal. Argumentative writing relies solely on facts and logic to convince the reader, while persuasive writing, which also uses facts and logic, employ rhetorical devices/persuasive strategies to convince the reader. While rhetorical devices/persuasive strategies enhance a persuasive essay, they are considered fallacies in an argumentative essay.

Narrative Writing

Narrative writing tells a story. Generally, narrative writing is conversational in style, and tells of a personal experience. It uses action verbs, and is most commonly written in the first person, present tense to communicate a feeling of immediacy and currency in the story.

Expository Writing

Expository writing is informative, and explains how something is done. It generally explains actions that should be performed in a series. This form of writing is considered "how-to" writing, and is found in most instruction manuals. It may be in the form of step-by-step instructions or in a story form with the instructions/explanations subtly given along the way.

Compare and Contrast Writing

Compare and contrast writing discusses the similarities and differences between two concepts, issues, people, places, things, etc. This type of writing can be an unbiased discussion, which merely discusses a subject with no argumentation, or it may be an attempt to convince the reader of the writer's opinion.

Essay Types of Writing

Cause and Effect Writing

Cause and effect writing explains how and/or why some event happened, and what resulted from the event. This is a study of the relationship between two or more events or experiences. It can discuss both causes and effects, or it can address one or the other. A cause essay usually discusses the reasons how and/or why something happened. An effect essay discusses what happened after a specific event or circumstance.

Critical Analysis Writing

A critical essay analyses the strengths, weaknesses, and methods of someone else's work. Generally, these essays begin with a brief overview of the main points of the text, movie, or piece of art, followed by an analysis of the work's meaning. It should then discuss how well the author/creator accomplishes his/her goals and makes his/her points. A critical essay can be written about another essay, story, book, poem, movie, or work of art.

Key Words	Questions and Strategies
Analyse	<p><i>Analyse the drawing in the Models section.</i></p> <p>Analyse literally means "to take apart." In order to analyse something, one must examine and discuss it one part at a time, and be able to say how each part contributes to the whole.</p>
Compare	<p><i>Compare Darwin's theory of natural selection with Lamarck's theory of the inheritance of acquired characteristics.</i></p> <p>When one compares, one should look for qualities and characteristics that resemble each other. The term <i>compare</i> is usually accompanied by <i>with</i>, implying that one is to emphasize similarities. However, one can also mention differences.</p>
Contrast	<p><i>Contrast the laws pertaining to consumer protection fifty years ago with those in effect today.</i></p> <p>When one is asked to contrast, one should present differences, although one may also mention similarities. Focus, however, on those things, qualities, events, or problems that one can contrast.</p>
Criticize	<p><i>Criticize the federal government's policy on Canadian ownership of Canadian resources.</i></p> <p>When one is asked to criticize, one should not merely find fault but give <i>one's</i> opinions about both the merits and demerits of something. Take a strong stand, but do present all the facts; in other words, for the above question, one should discuss the reasons why the government did what it did.</p>
Discuss	<p><i>Discuss C.D. Howe's role in the pipeline debate of the 1950s.</i></p> <p>The term <i>discuss</i> appears often in exam questions. One should analyse, examine, and present the pros and cons regarding the problems involved in the question. One will receive a good mark if one's details are complete and thorough.</p>
Explain	<p><i>Explain the phlogiston theory in no more than 100 words.</i></p> <p>One is expected to write an expository paragraph when asked to explain. This will require some description of the person or topic involved. Consider interesting and distinguishing features. It is important that one explain clearly and concisely. One should appear to one's marker as an authority on the subject; therefore, write with conviction.</p>
Illustrate	<p><i>In "Granite Point," how is it made obvious that Mathew murdered Kloski? Use specific evidence to illustrate your proof.</i></p> <p>A question on an English or history exam that asks one to illustrate with specific, concrete examples usually requires that one explain or clarify one's answer by presenting quotations from the text (seldom, if ever, diagrams). One's opinion by itself is not what is required. If one is not able to bring a primary source (in this case, a copy of the story) into the exam room, one will have to paraphrase rather than give direct quotations to support one's claims.</p> <p>Note: Begin the essay by rephrasing the question; for example, "In 'Granite Point' Valgardson makes it obvious that Mathew killed Kloski; here is the proof." Then follow basic essay structure. By rephrasing the question in this way, one will find that all one has to do is provide illustrations to prove one's claim.</p>

Essay

Types of Writing

Key Words	Questions and Strategies
Justify	<p><i>Justify the internment of Japanese Canadians during the Second World War.</i></p> <p>One must prove a point or statement when one is asked to justify it. Show evidence for one's decisions. One must convince one's reader that one is right.</p>
List	<p><i>List five symptoms of diabetes mellitus.</i></p> <p>The term <i>list</i> is confusing. Is one to write an essay, or is one to present a list? If one is asked to write an essay, obviously one must enumerate in paragraph form; but if one is not, one should present a brief, itemized series. Indicate that one is presenting a list because that is what is asked for in the question.</p>
Relate	<p><i>Relate the discovery of the Athabasca tar sands to future development in northern Alberta.</i></p> <p>When one is asked to relate one thing to another, one should emphasize the relationships, connections, or associations between them.</p>
Review	<p><i>Review Laurence Olivier's film of Hamlet.</i></p> <p>A review demands critical examination. Do not necessarily mention only the bad points, but what one likes as well. Jot down what one wishes to discuss: the acting, the scenery, the costumes, the sound, and so forth. Then organize your points in a satisfying sequence and briefly analyse or comment on each.</p>
Summarize	<p><i>Summarize the causes of Québec's dispute with Ottawa over the constitution.</i></p> <p>To summarize means that one is to condense. One may, at times, be given a longer passage to summarize; however, if one is given a question like the one above, one should present only the main facts, without illustrations and elaborations.</p>
Trace	<p><i>Trace the route of Samuel Hearne across Canada.</i></p> <p>Obviously a map or diagram would help to answer this question, but if one is asked to write an essay, one should give a description of Hearne's progress, from the point of origin to his final destination, and explain the historical significance of his journey. Consider how it has changed over time. State significant events that influence the person or topic involved. Use chronological order.</p>

Do not be afraid to tell your reader in what way you are interpreting a question. Terms are always open to interpretation. If you have misinterpreted the term but you have explained what you are doing and you answer with conviction, you will receive more credit than if your reader has to figure out what you are trying to do.

As you continue to study and write assignments and exams, add to this list of key words. Do not be afraid to ask an instructor "What exactly does this term mean?" Then add the term and explanation to your list.

Essay Brainstorming Techniques

Brainstorming can help you choose a topic, develop an approach to a topic, or deepen your understanding of the topic's potential.

If you consciously take advantage of your natural thinking processes by gathering your brain's energies into a "storm," you can transform these energies into written words or diagrams that will lead to lively, vibrant writing.

Whether you are starting with too much information or not enough, brainstorming can help you to put a new writing task in motion or revive a project that hasn't reached completion. Let's take a look at each case:

When you've got nothing: You might need a storm to approach when you feel "blank" about the topic, devoid of inspiration, full of anxiety about the topic, or just too tired to craft an orderly outline. In this case, brainstorming stirs up the dust, whips some air into our stilled pools of thought, and gets the breeze of inspiration moving again.

When you've got too much: There are times when you have too much chaos in your brain and need to bring in some conscious order. In this case, brainstorming forces the mental chaos and random thoughts to rain out onto the page, giving you some concrete words or schemas that you can then arrange according to their logical relations.

What follows are great ideas on how to brainstorm—ideas from professional writers, novice writers, people who would rather avoid writing, and people who spend a lot of time brainstorming about...well, how to brainstorm.

Try out several of these options and challenge yourself to vary the techniques you rely on; some techniques might suit a particular writer, academic discipline, or assignment better than others. If the technique you try first doesn't seem to help you, move right along and try some others.

Listing/Bulleting:

In this technique you jot down lists of words or phrases under a particular topic. Try this one by basing your list either

- on the general topic
- on one or more words from your particular thesis claim, or
- on a word or idea that is the complete opposite of your original word or idea.

For example, if your general assignment is to write about the changes in inventions over time, and your specific thesis claims that "the 20th century presented a large number of inventions to advance US society by improving upon the status of 19th-century society," you could brainstorm two different lists to ensure you are covering the topic thoroughly and that your thesis will be easy to prove.

The first list might be based on your thesis; you would jot down as many 20th-century inventions as you could, as long as you know of their positive effects on society. The second list might be based on the opposite claim and you would instead jot down inventions that you associate with a decline in that society's quality. You could do the same two lists for 19th-century inventions and then compare the evidence from all four lists.

Using multiple lists will help you to gather more perspective on the topic and ensure that, sure enough, your thesis is solid as a rock, or, ...uh oh, your thesis is full of holes and you'd better alter your claim to one you can prove.

Cubing:

Cubing enables you to consider your topic from six different directions; just as a cube is six-sided, your cubing brainstorming will result in six "sides" or approaches to the topic. Take a sheet of paper, consider your topic, and respond to these six commands.

1. Describe it.
2. Compare it.
3. Associate it.
4. Analyze it.
5. Apply it.
6. Argue for and against it.

Look over what you've written. Do any of the responses suggest anything new about your topic? What interactions do you notice among the "sides"? That is, do you see patterns repeating, or a theme emerging that you could use to approach the topic or draft a thesis? Does one side seem particularly fruitful in getting your brain moving? Could that one side help you draft your thesis statement? Use this technique in a way that serves your topic. It should, at least, give you a broader awareness of the topic's complexities, if not a sharper focus on what you will do with it.

Similes:

In this technique, complete the following sentence:

_____ is/was/are/were like _____.

In the first blank put one of the terms or concepts your paper centers on. Then try to brainstorm as many answers as possible for the second blank, writing them down as you come up with them.

After you have produced a list of options, look over your ideas. What kinds of ideas come forward? What patterns or associations do you find?

Clustering/ Mapping/ Webbing:

The general idea:

This technique has three (or more) different names, according to how you describe the activity itself or what the end product looks like. In short, you will write a lot of different terms and phrases onto a sheet of paper in a random fashion and later go back to link the words together into a sort of "map" or "web" that forms groups from the separate parts. Allow yourself to start with chaos. After the chaos subsides, you will be able to create some order out of it.

How to do it:

1. Take your sheet(s) of paper and write your main topic in the center, using a word or two or three.

2. Moving out from the center and filling in the open space any way you are driven to fill it, start to write down, fast, as many related concepts or terms as you can associate with the central topic. Jot them quickly, move into another space, jot some more down, move to another blank, and just keep moving around and jotting. If you run out of similar concepts, jot down opposites, jot down things that are only slightly related, or jot down your grandpa's name, but try to keep moving and associating. Don't worry about the (lack of) sense of what you write, for you can choose to keep or toss out these ideas when the activity is over.
3. Once the storm has subsided and you are faced with a hail of terms and phrases, you can start to cluster. Circle terms that seem related and then draw a line connecting the circles. Find some more and circle them and draw more lines to connect them with what you think is closely related. When you run out of terms that associate, start with another term. Look for concepts and terms that might relate to that term. Circle them and then link them with a connecting line. Continue this process until you have found all the associated terms. Some of the terms might end up uncircled, but these "loners" can also be useful to you. (Note: You can use different colored pens/pencils/chalk for this part, if you like. If that's not possible, try to vary the kind of line you use to encircle the topics; use a wavy line, a straight line, a dashed line, a dotted line, a zig-zagging line, etc. in order to see what goes with what).
4. There! When you stand back and survey your work, you should see a set of clusters, or a big web, or a sort of map: hence the names for this activity. At this point you can start to form conclusions about how to approach your topic. There are about as many possible results to this activity as there are stars in the night sky, so what you do from here will depend on your particular results. Let's take an example or two in order to illustrate how you might form some logical relationships between the clusters and loners you've decided to keep. At the end of the day, what you do with the particular "map" or "cluster set" or "web" that you produce depends on what you need. What does this map or web tell you to do? Explore an option or two and get your draft going!

Journalistic Questions:

In this technique you would use the "big six" questions that journalists rely on to thoroughly research a story. The six are: Who?, What?, When?, Where?, Why?, and How?. Write each question word on a sheet of paper, leaving space between them. Then, write out some sentences or phrases in answer, as they fit your particular topic. You might also answer into a tape recorder if you'd rather talk out your ideas.

Now look over your batch of responses. Do you see that you have more to say about one or two of the questions? Or, are your answers for each question pretty well balanced in depth and content? Was there one question that you had absolutely no answer for? How might this awareness help you to decide how to frame your thesis claim or to organize your paper? Or, how might it reveal what you must work on further, doing library research or interviews or further note-taking?

For example, if your answers reveal that you know a lot more about "where" and "why" something happened than you know about "what" and "when," how could you use this lack of balance to direct your research or to shape your paper? How might you organize your paper so that it emphasizes the known versus the unknown aspects of evidence in the field of study? What else might you do with your results?

Essay Brainstorming Techniques

Relationship Between the Parts:

In this technique, begin by writing the following pairs of terms on opposite margins of one sheet of paper:

Whole	Parts
Part	Parts of Parts
Part	Parts of Parts
Part	Parts of Parts

Looking over these four groups of pairs, start to fill in your ideas below each heading. Keep going down through as many levels as you can. Now, look at the various parts that comprise the parts of your whole concept. What sorts of conclusions can you draw according to the patterns, or lack of patterns, that you see?

Thinking Outside the Box:

Even when you are writing within a particular academic discipline, you can take advantage of your semesters of experience in other courses from other departments. Let's say you are writing a paper for an English course. You could ask yourself, "Hmmm, if I were writing about this very same topic in a biology course or using this term in a history course, how might I see or understand it differently? Are there varying definitions for this concept within, say, philosophy or physics, that might encourage me to think about this term from a new, richer point of view?"

For example, when discussing "culture" in your English 11, communications, or cultural studies course, you could incorporate the definition of "culture" that is frequently used in the biological sciences. Remember those little Petri dishes from your lab experiments in high school? Those dishes are used to "culture" substances for bacterial growth and analysis, right? How might it help you write your paper if you thought of "culture" as a medium upon which certain things will grow, will develop in new ways or will even flourish beyond expectations, but upon which the growth of other things might be retarded, significantly altered, or stopped altogether?

Using Charts or Shapes:

This is where graphic organizers can come into play. If you are more visually inclined, you might create charts, graphs, or tables in lieu of word lists or phrases as you try to shape or explore an idea. You could use the same phrases or words that are central to your topic and try different ways to arrange them spatially, say in a graph, on a grid, or in a table or chart. You might even try the trusty old flow chart. The important thing here is to get out of the realm of words alone and see how different spatial representations might help you see the relationships among your ideas. If you can't imagine the shape of a chart at first, just put down the words on the page and then draw lines between or around them. Or think of a shape. Do your ideas most easily form a triangle? square? umbrella? Can you put some ideas in parallel formation? In a line?

Consider Purpose and Audience:

Think about the parts of communication involved in any act of writing or speaking event: purpose and audience. What is your purpose? What are you trying to do? What verb captures your intent? Are you trying to inform? Convince? Describe? Each purpose will lead you to a different set of information and help you shape material to include and exclude in a draft. Write about why you are writing this draft in this form.

Essay Brainstorming Techniques

Who is your audience? Who are you communicating with beyond the grader? What does that audience need to know? What do they already know? What information does that audience need first, second, third? Write about who you are writing to and what they need.

Dictionaries, Thesauruses, Encyclopedias:

When all else fails...this is a tried and true method, loved for centuries by writers of all stripe. Visit the library reference areas or stop by the Writing Center to browse various dictionaries, thesauruses (or other guide books and reference texts), encyclopedias or surf their online counterparts. Sometimes these basic steps are the best ones. It is almost guaranteed that you'll learn several things you did not know.

If you're looking at a hard copy reference, turn to your most important terms and see what sort of variety you find in the definitions. The obscure or archaic definition might help you to appreciate the term's breadth or realize how much its meaning has changed as the language changed. Could that realization be built into your paper somehow?

If you go to online sources, use their own search functions to find your key terms and see what suggestions they offer. For example, if you plug "good" into a thesaurus search, you will be given 14 different entries. Whew! If you were analyzing the film *Good Will Hunting*, imagine how you could enrich your paper by addressed the six or seven ways that "good" could be interpreted according to how the scenes, lighting, editing, music, etc., emphasized various aspects of "good."

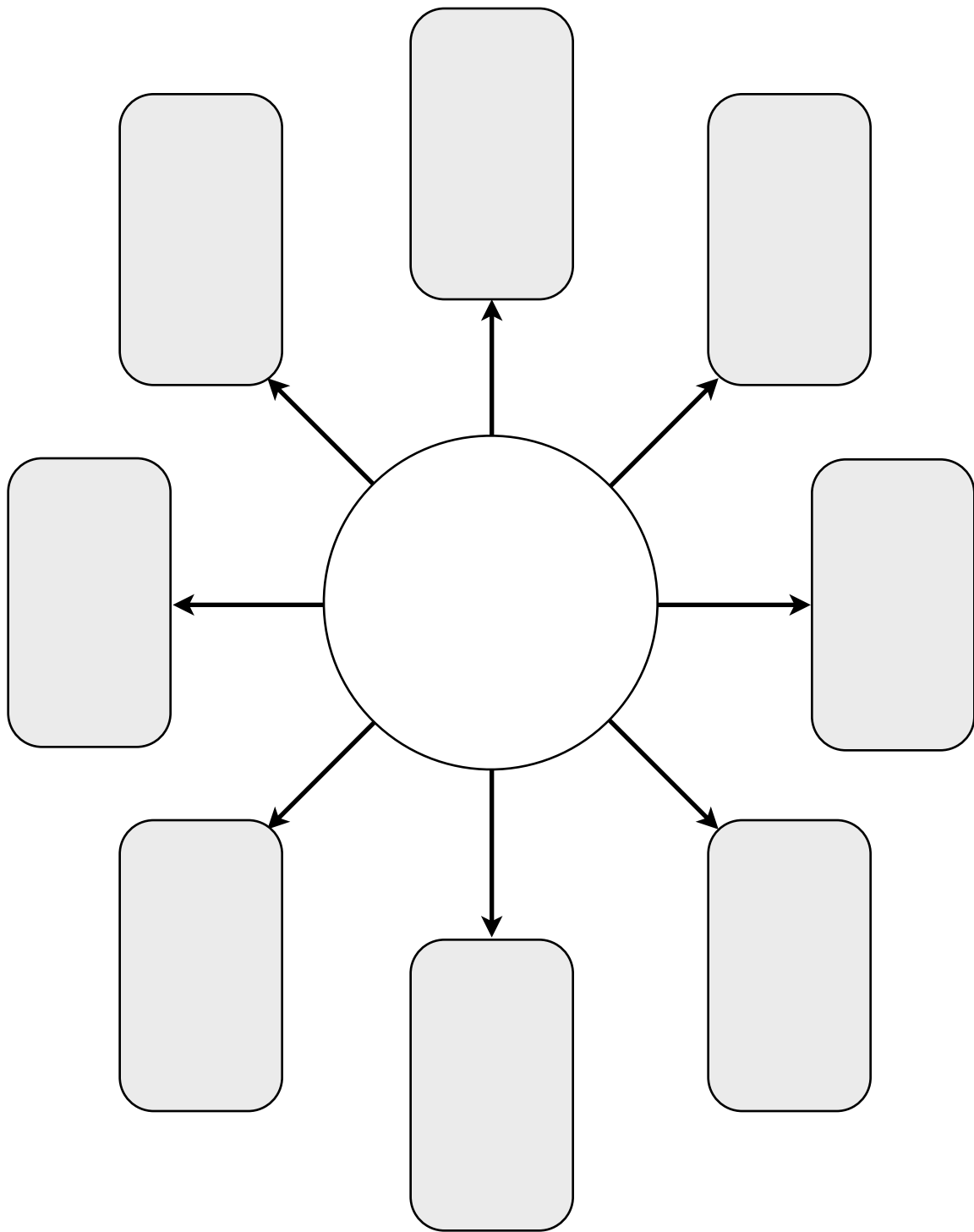
An encyclopedia is sometimes a valuable resource if you need to clarify facts, get quick background, or get a broader context for an event or item. If you are stuck because you have a vague sense of a seemingly important issue, do a quick check with this reference and you may be able to move forward with your ideas.

Closing

Take the next step and start to write your first draft, or fill in those gaps you've been brainstorming about to complete your "almost ready" paper.

Start to write out some larger chunks (large groups of sentences or full paragraphs) to expand upon your smaller clusters and phrases. Keep building from there into larger sections of your paper. You don't have to start at the beginning of the draft. Start writing the section that comes together most easily. You can always go back to write the introduction later.

Remember, once you've begun the paper, you can stop and try another brainstorming technique whenever you feel stuck. Keep the energy moving and try several techniques to find what suits you or the particular project you are working on.



What is a Thesis?

The thesis is the central point or argument of an essay. The thesis statement, in one or two sentences, expresses that central point or argument.

A good thesis statement is **NOT a statement of fact**:

X “Canada is a constitutional monarchy with a federal system of parliamentary government.”

It is also **NOT a statement of intent**:

X “This essay will examine the setting in *Jane Eyre* in order to discuss the theme of orphanhood.”

A good thesis statement is a statement of position that requires the evidence in the body of the essay for support.

Three Models of Thesis Statements

1. The simple statement of position

“As a democracy, Canada offers only limited rights and privileges to its citizens.”

“In *Jane Eyre*, the settings function primarily to support the theme of orphanhood.”

2. The roadmap thesis statement includes supporting points in the order they will appear:

“Canada offers only limited rights and privileges to its citizens because of the persistence of a class structure and limited accessibility to both the political process and higher education.”

“In *Jane Eyre*, the settings function primarily to support the theme of orphanhood by emphasizing Jane’s alienation, loneliness, and poverty.”

3. The complex thesis statement can accommodate two sides of an issue.

“Although Canada affords its citizens many democratic rights and privileges, those rights and privileges are limited by the persistence of a class structure and limited accessibility to both the political process and higher education.”

“Canada affords its citizens many democratic rights and privileges. However, those rights and privileges are limited by the persistence of a class structure and limited accessibility to both the political process and higher education.”

“Although the settings in *Jane Eyre* can be seen to place the novel in the Victorian gothic tradition, they serve primarily to support the theme of orphanhood by emphasizing Jane’s alienation, loneliness, and poverty.”

Source: The Writing Centre, Queen’s University, Kingston, ON, 2011.

Essays

How Do I Know If My Thesis Is Strong?

When reviewing your first draft and its working thesis, ask yourself the following:

- ***Do I answer the question?*** Re-reading the question prompt after constructing a working thesis can help you fix an argument that misses the focus of the question.
- ***Have I taken a position that others might challenge or oppose?*** If your thesis simply states facts that no one would, or even could, disagree with, it's possible that you are simply providing a summary, rather than making an argument.
- ***Is my thesis statement specific enough?*** Thesis statements that are too vague often do not have a strong argument. If your thesis contains words like “good” or “successful”, see if you can be more specific: *why* is something “good”; *what specifically* makes something “successful”?
- ***Does my thesis pass the “So what?” test?*** If a reader’s first response is, “So what?” then you need to clarify, to forge a relationship, or to connect to a larger issue.
- ***Does my essay support my thesis specifically and without wandering?*** If your thesis and the body of your essay do not seem to go together, one of them has to change. It’s okay to change your working thesis to reflect things you have figured out in the course of writing your paper. Remember, always assess and revise your writing as necessary.
- ***Does my thesis pass the “how and why?” test?*** If a reader’s first response is “how?” or “why?” your thesis may be too open-ended and lack guidance for the reader. See what you can add to give the reader a better take on your position right from the beginning.

Essays

Introductory Techniques • Hook Strategies

A good introductory paragraph is between 4-7 sentences in length, begins with a hook strategy, and ends with a clear thesis statement. Not only should your hook serve to immediately grab the reader's interest, but it should be a natural lead-in to your thesis, and a meaningful opportunity for the reader to relate to the topic of your essay.

A hook is named for its ability to catch the reader's attention and make the reader want to read on. It is essential that stories, news articles, and especially essays begin with good hooks because a writer is often judged within the first few sentences. Just as the news tries to stimulate our fears by announcing a "danger in our water supply," a writer must try to bring the reader from his or her world into the world of the essay. This is done with a few choice words at the beginning of the essay: the infamous hook.

It is not easy to think of how to make someone want to read an essay about a novel. It's not even easy to make them want to read some novels. The key is to say something that the reader can relate to by bringing the **theme** of the novel you are discussing to the forefront and applying it to current "fascinating" topics of discussion.

1. Anecdote/Scenario/Analogy: Use an anecdote or scenario that relates to your topic to relate to the reader.

Example (courage topic): This man was in the Vietnam War, and he admitted that he was terrified every time he had to go into battle. Even so, people consider him one of the most courageous men they have ever known. It is not the absence of fear that defines courage, but the ability of one to force oneself to take action in spite of fear.

Example (superficiality topic): The models that grace the pages of magazines seem to be better than anyone one might ever meet; they seem elegant, untouchable, and perfect. But, just as magazine covers are manipulated to hide imperfections, people, also, sometimes fool themselves into ignoring the flaws of individuals whom they have built up to be perfect beings.

Note: Yes, it would be natural to use "I" for this strategy, but there are ways to do this effectively without using personal pronouns.

2. Rhetorical/Philosophical Question: Ask thought-provoking, universal questions (NOT the ones posed in essay prompt).

Example (justice system topic): How would one feel if they found out that the murderer of the person they loved most in the world was about to be set free after only two years in prison?

Example (self-perception topic): Why is it that, if a person were to have his or her navel suddenly disappear, people would think that their stomach looked weird?

Note: Avoid the implied "you" when presenting these questions to the reader. Do you plan to answer these questions? When? At the end of your hook or will you revisit and answer in your conclusion?

3. Shocking Information: Use a statistic, fact, or statement that is unusual, bizarre, interesting, or shocking that is related to your topic to catch the reader's attention.

Example (good and evil topic): All human beings are capable of the most gruesome crimes imaginable. It is only because of the customs and controls of civilization that we do not become brute savages.

Example (depression topic): On a recent anonymous survey, over ninety percent of high school males admitted to secretly enjoying the music of 'N Sync and to practicing their "hot dance moves."

Note: Again, the fact or statistic would have to relate to the topic you are discussing. It could be a modern-day fact or statistic, or perhaps an interesting fact from Shakespeare's time.

4. Quotation: Use a quotation, song lyric, or short poem related to your topic to relate to the reader.

Example (leadership or insecurity topic): "Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness, which most frightens us." Nelson Mandela

Example (Utopia topic): "But I like the inconveniences."

"We don't," said the Controller. "We prefer to do things comfortably."

"But I don't want comfort. I want God, I want poetry, I want real danger, I want freedom, I want goodness. I want sin." *BNW*

Note: This does not necessarily mean a quote from the text. In fact, it is recommended that you save textual evidence for your body paragraphs. Can you think of a famous quote that relates to your topic? How?

Essays Effective Conclusion Strategies

One or more of the following strategies may help you write an effective conclusion.

1. Play the “So What” Game. If you’re stuck and feel like your conclusion isn’t saying anything new or interesting. Whenever you make a statement from your conclusion, say “So what?” or “Why should anybody care?” Then ponder that question and answer it.
2. Return to the theme or themes in the introduction. This strategy brings the reader full circle. For example, if you begin by describing a scenario, you can end with the same scenario as proof that your essay is helpful in creating a new understanding.
3. Synthesize, don’t summarize: include a brief summary of the paper’s main points, but don’t simply repeat things that were in your paper. Instead, show your reader how the points you made, and the support and examples you used, fit together. Pull it all together.
4. Include a provocative insight or quotation from the research or reading you did for your paper.
5. Propose a course of action, a solution to an issue, or questions for further study. This can redirect your reader’s thought process and help him/her to apply your info and ideas to his/her own life or to see the broader implications.
6. Point to broader implications. For example, if your paper examines the Greensboro sit-ins or another event in the Civil Rights Movement, you could point out its impact on the Civil Rights Movement as a whole. A paper about the style of writer Virginia Woolf could point to her influence on other writers or on later feminists.

Strategies to Avoid in Conclusions

1. Beginning with an unnecessary, overused phrase such as “in conclusion,” “in summary,” or “in closing”. Although these phrases can work in speeches, they come across as wooden and trite in writing.
2. Introducing a new idea or subtopic in your conclusion.
3. Making sentimental, emotional appeals that are out of character with the rest of an analytical paper.
4. Including evidence (quotations, statistics, etc.) that should be in the body of the paper.

Essays Transitional Devices

Transitional expressions show relationships between thoughts and give a sense of direction and continuity. Consequently, they assist the reader in moving from detail to detail within a single sentence, from sentence to sentence, and lastly, from paragraph to paragraph. They are a necessary factor in coherence, especially regarding essays. Hoping these tables assist you with your future writing successes.

Addition	Comparison	Contrast	Emphasis	Example	Exception
in addition	similarly	however	certainly	for example	yet
moreover	likewise	nevertheless	in any event	for instance	still
further	in like manner	on the other hand	in fact	in this case	however
furthermore	whereas	but	indeed	in another case	nevertheless
finally	except	yet	extremely	on this occasion	naturally
first	by comparison	after all	perennially	in this situation	despite/in spite of
second	compared to	on the contrary	eternally	evidence of this	of course
in the third place	balanced against	notwithstanding	empathetically	proof of this	once in a while
once again	where	in contrast		thus	sometime
				in this manner	granted

Place	Proof	Result	Sequence	Time
near	for the same reason	accordingly	first/second/third	at once
beyond	evidently	thus	preceding this	immediately
opposite to	furthermore	consequently	concurrently	meanwhile
adjacent to	moreover	hence	following	at length
at the same place	besides	therefore	at this time/point	in the meantime
here/there	indeed	wherefore	subsequently	at the same time
	in fact	thereupon	afterward	simultaneously
	in addition	truly then	after/before this	in the end
			previously	then
			soon	
			finally	

Your Task:

Topic: Identity

You will write a 5 paragraph essay in MLA format. Your teacher will facilitate a lesson on the different aspects of a person's identity. After the lesson, you will brainstorm ideas, write an outline, then draft an essay that examines the 3 most significant aspects that make up **your** identity.

In your essay, you will analyze **1)** the impact that each aspect of identity (that you choose) has had in making you who you are as a person, and **2)** how that will help you become who you wish to be as an adult in the very near future.

Use an essay outline organizer to structure your ideas, and then write a rough draft. Edit your rough draft, and switch with a partner and peer edit. Now you are ready to write your good copy. Use the following website to help you write the essay and Works Cited Page in proper MLA format: <http://owl.english.purdue.edu/>

Due Dates:

Outline: _____

Rough Draft: _____

Good Copy: _____

The Stages

The key stages we will be focusing on in writing the essay are:

- Brainstorming (topics, working thesis)
- Research (avoid plagiarism, use in-text citations, and works cited)
- Outlines (the proper structure for a well-developed essay outline)
- Writing Drafts (use a variety of sentence structures and word choice)
- Self then Peer Editing
- Writing the Final Draft

What do I submit?

Be sure to submit **ALL** of the following items on the due date, **in this order**:

- Title Page (not required by MLA, but include in correct format if requested by instructor)
- Final Draft of Essay (3 page maximum)
- Two edited rough drafts
- Peer Edit sheet
- Outline
- Rubric

Essays Concise Outline for a 5-Paragraph Essay

Topic: the subject matter dealt with in the essay

Introduction:

Hook: general statement on the topic (see “Introductory Techniques • The Hook”)

Thesis (specific statement): must be a clear, arguable, relevant statement (c.a.r.s.)

Body:

1. 1st main point (as a statement): topic sentence must also be c.a.r.s., and support the thesis

Introduce quote: provide context and speaker

Example 1: as a quotation, include citation

Explanation: explaining “why” (i.e., explaining why the example relates to the topic sentence); explaining “how” (i.e., explaining how the example relates to the topic sentence)

Introduce quote: provide context and speaker

Example 2: as a quotation, include citation

Explanation: explaining “why”; explaining “how” this example relates to the topic sentence

Significance: state the significance of your explanations and how they relate back to your thesis

2. 2nd main point (as a statement): topic sentence must also be c.a.r.s., and support the thesis

Repeat as outlined for Body Paragraph 1

3. 3rd main point (as a statement): topic sentence must also be c.a.r.s., and support the thesis

Repeat as outlined for Body Paragraph 1

Conclusion:

Restate thesis

Restate topic sentences

Explain how and why the topic sentences support your thesis

End with an insightful, thought-provoking comment or question that links your thesis with a broader issue

Reminders for Academic Writing:

- Formal Language
- No Contractions
- Third Person
- Present Tense
- Use logical arguments, not emotional arguments

Essays

Essay Planner

MLA entry for Works Cited page for each piece of literature:

1. _____

Thesis Statement:

Topic: _____

Purpose: _____

Working Thesis statement:

Aspect #1: _____

Explanation (in point form) - what is this aspect and how does this aspect support the purpose of your thesis?	Support (in the form of direct or indirect quotations for each point in your explanation). Be sure to include references (i.e., page numbers or act, scene, and line numbers).

Essays

Essay Planner

Aspect #2: _____

Explanation (in point form) - what is this aspect and how does this aspect support the purpose of your thesis?	Support (in the form of direct or indirect quotations for each point in your explanation). Be sure to include references (i.e., page numbers or act, scene, and line numbers).

Aspect #3: _____

Explanation (in point form) - what is this aspect and how does this aspect support the purpose of your thesis?	Support (in the form of direct or indirect quotations for each point in your explanation). Be sure to include references (i.e., page numbers or act, scene, and line numbers).

Name of Assessor: _____

Category	4 - Above Standards	3 - Meets Standards	2 - Approaches Standards	1 - Below Standards	Score
Hook	The introductory paragraph has a strong hook.	The introductory paragraph has a hook.	The introductory paragraph has an irrelevant hook. Improvement is necessary.	The introductory paragraph is not interesting AND is not relevant to the topic.	
Thesis Statement	The thesis statement is very clearly identified.	The thesis statement is identified.	The thesis statement is somewhat identified.	The thesis statement is not identified.	
Arguments	There are 3 strong and valid arguments.	Includes 3 arguments that could be more clearly stated.	There are 1-2 arguments that are somewhat valid. 3 valid arguments are needed.	Arguments are not clearly stated and improvement is necessary.	
Evidence & Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	
Sequencing	A/B format is well developed Arguments and support are provided in a logical order that makes it easy and interesting to follow the author's train of thought.	A/B format is consistent. Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought.	A/B format is inconsistent. A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.	Not structured in A/B format. Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem very confusing.	
Transitions	A variety of thoughtful transitions are used. They clearly show how ideas are connected.	Transitions show how ideas are connected, but there is little variety.	Some transitions work well, but some connections between ideas are fuzzy.	The transitions between ideas are unclear OR nonexistent.	
Closing Paragraph	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position is evident and a thought-provoking comment is included.	The conclusion is recognizable. The author's position is somewhat restated and there is a thought-provoking statement.	The author's position is not clearly stated and there is no thought-provoking comment.	There is no conclusion—the paper just ends.	
Sources	All sources used for quotes, statistics and facts are credible and cited correctly. Works Cited includes at least 2 sources and is formatted correctly	All sources used for quotes, statistics and facts are credible and most are cited correctly. Works Cited includes at least 2 sources and is mostly correct	Most sources used for quotes, statistics and facts are credible and cited correctly. Works Cited includes less than 2 sources	Many sources are suspect (not credible) AND/OR are not cited correctly. Be careful to avoid plagiarism. Works Cited is incorrect or absent	
Sentence Structure	All sentences are well-constructed with varied structure.	Most sentences are well-constructed and there is some varied sentence structure in the essay.	Most sentences are well-constructed, but there is no variation in structure.	Most sentences are not well-constructed or varied.	
Grammar & Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.	
Capitalization & Punctuation	Author makes no errors in capitalization or punctuation, so the essay is exceptionally easy to read.	Author makes 1-2 errors in capitalization or punctuation, but the essay is still easy to read.	Author makes 3-4 errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Author makes several errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	
Overall Impression	Essay is excellent but still may need a couple of improvements.	Essay is good but needs a few minor improvements.	Essay is okay but needs some improvements.	Essay needs a lot of improvements.	

Name: _____

****Staple and submit this sheet with your completed assignment.****

	1 Topic Development Overall effect of paper. Degree to which response is focused.	2 Support Degree to which the response includes examples that develop the main points/proper citing.	3 Organization Degree to which the response is clear and in a logical order/ formatting/process work.	4 Sentence Structure Degree of inclusion of complete & correct sentences, varied in structure & length.	5 Word Choice Vocabulary Word choice Usage	6 Mechanics Spelling & capitalization Punctuation Paragraphing
6	Original, insightful, or imaginative. Clear focus. Clearly aware of task. Compelling thesis.	Supporting details are rich, interesting & full. Details are relevant and appropriate for the audience and focus. All citing is correct. Works Cited is correct.	Organized from beginning to end. Transitional devices are subordinate to meaning. MLA format is exemplary. Process work is complete.	Sentence variety enhances style and effect. Successful use of more sophisticated sentence patterns.	Rich, effective vocabulary. Correct usage. Strong authoritative voice. Uses a formal tone and style with a high degree of effectiveness.	Very few or no mechanical errors, with complexity.
5	Fluent fully developed. Solid focus. Clear awareness of audience and task. Clear thesis.	Details are strong, but lack richness and specificity. Most citing is correct. Works Cited is mostly correct.	Order is logically organized. Generally successful in using transitions. MLA format is generally correct. Process work is mostly complete.	Sentence variety is appropriate. Few errors. Moderately successful in using more sophisticated patterns.	Effective vocabulary. Generally correct usage. Authoritative voice. Uses formal tone and style.	Few or no mechanical errors relative to the length or complexity.
4	Moderately fluent. Focused. Ideas developed, but limited in depth. Thesis is identifiable.	Details are adequate to support the focus. Details are generally relevant and appropriate for audience and focus. Some citing is correct. Works Cited is generally correct.	Organized, but may have minor lapses in order or structure. Some transitions. MLA format is somewhat correct. Process work is generally complete.	Some sentence variety. Some errors in usage. Attempts to use more sophisticated sentence patterns.	Acceptable vocabulary. Attempts to use rich language. Generally correct usage. Some authoritative voice. Uses a formal tone and style with some effectiveness.	Some errors that do not interfere with communication. Limited text, but mechanically correct.
3	Thinly developed. Focus is unclear or limited Some awareness of audience and task. Repetitive or too general. Thesis is somewhat identifiable.	Details lack elaboration. Some details do not support the focus. Important details are omitted. Very little citing. Noticeable errors in Works Cited.	Poorly organized. Poor transitions. Improper MLA formatting. Process work is somewhat complete.	Little sentence variety. Errors in usage that interfere with meaning. Over-reliance on simple or repetitive sentences.	Simplistic vocabulary with limited word choices. Noticeable errors in usage. Limited authoritative voice. Uses some informality in tone and style.	Some errors that do interfere with communication. Errors are disproportionate to length or complexity. Minor problems for reader.
2	Poorly developed. Unfocused. Poor awareness of audience or task. Lacks clarity. Thesis is poorly identified.	Details are merely listed. Repetitive details. Too few details. Improper citing. No Works Cited.	Thought patterns are difficult to follow Resembles freewriting. No transitions. Very little MLA formatting. Little evidence of process work.	No sentence variety. Serious errors in usage. Too brief to demonstrate variety.	Simplistic vocabulary with inappropriate and/or incorrect word choice. Numerous errors in usage. Lacks authoritative voice. Often uses informal tone and style.	Noticeable errors that do interfere with communication. Errors cause major problems for reader.
1	Not developed. Lacks focus. No awareness of audience or task. Inappropriate response. Thesis is not identifiable.	Virtually no details. Irrelevant details. No citing. No Works Cited.	So short or muddled that it lacks organization. No transitions. No MLA formatting. No process work.	Lack of sentence sense. Riddled with errors. Too brief to evaluate.	Inadequate vocabulary. Too brief to evaluate. Lacks authoritative voice. Rarely uses formal tone or style.	Errors that seriously interfere with communication. Too brief to evaluate.
Total	T= /6	S= /6	O= /6	SS= /6	WC= /6	M= /6

Overall Expectations: *Developing and Organizing Content:* generate, gather, and organize ideas and information to write for an intended purpose and audience; *Using Knowledge of Form and Style:* draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience; *Applying Knowledge of Conventions:* use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively.

Comments: